

**Ways Forward to Achieve
School Effectiveness and School Improvement:**

**A Case-Study of School Leadership and
Continuing Professional Development of Teachers in Sri Lanka**

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ABSTRACT

This thesis portrays the efforts of a school principal to work towards school effectiveness and school improvement in a school which is over one hundred years old in south Asia between 1995 and 2000. The ensuing case-study is constructed within clearly bounded units of analysis and delineated in the contexts of people, organisations and events.

The two prioritised segments in the thesis are the role of school leadership and continuing professional development of teachers. Data obtained were from individualised and focus group interviews of students; interviews of teachers, governors, parents, alumni and principals; classroom observations and documentary evidence.

The location of the research arena situated in south Asia and the researcher, originating in south Asia now domiciled in Britain has encouraged the dissemination of knowledge, pedagogies and skills in education. The stance the researcher adopts in this context then has shaped the data gathered and its interpretation. The leading approach to the case-study school therefore is that of further improvement through more appropriate forms of pedagogy encouraging effective pupil learning underpinned by a comprehensive policy for teacher professional development. In this process the school principal and the senior management team play crucial leadership roles.

The deeply embedded iterate research themes in this thesis that are linked to the research questions are about strong but collegial leadership and leaders who constantly model the way and encourage the heart. The critical aspect that is highlighted and breaks existing boundaries is one in which leaders and followers inspire each other to higher levels of motivation and achievement.

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LIST OF ACRONYMS

HS	Highdalcar School (Case Study School)
SESI	School Effectiveness and School Improvement
SES	Socio Economic Status
CPD	Continuing Professional Development
TTA	Teacher Training Agency
MORI	Market and Opinion Research International
INSET	In Service Training
DES	Department for Education and Science
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
SDP	School Development Plan
LEA	Local Education Authority
MOE	Ministry of Education
SC	School Culture
CoG	Chair of Governors
IS	Interview Schedule
SER	School Effectiveness Research

CHAPTER ONE: THE RESEARCH SETTING AND CONTEXT

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Chapter One

The Research Setting and Context

1. Introduction

The historical and evolving context of Highdalcara School, Sri Lanka

This thesis is a case study of Highdalcara School (HS) in Sri Lanka, a south Asian developing country. Sri Lanka shares with other developing countries in the region a colonial history. The research focus of this chapter is to locate HS in the historical and contemporaneous educational landscape of Sri Lanka. This can assist, I believe, in the selected methodological (interpretative) as well as the data analysis aspects of this thesis.

Sri Lanka is a Democratic Socialist Republic, an island with a land area of 65,606 square kilometres and a population of 19 million. The country has a multi ethnic society with 74 per cent Sinhala people, 18 per cent Tamil, 7.1 percent Muslim and 0.8 per cent others. The rural/urban divide which impacts significantly on the educational scene comprises 72.2 per cent rural and an additional 6.6 per cent in the plantation (tea, rubber and coconut) settlements and only 21.5 per cent in the towns (Perera and Palihakkara, 1997, p. 249).

Another aspect which influences access to education in Sri Lanka is that of the socio economic status (SES) of the population. With a Gross Domestic Product of US \$ 760, Sri Lanka belongs to the group of low-income economies. Since Independence in 1948, successive governments of Sri Lanka have placed improvements in the educational sphere at the top of the development agenda (Perera, 1997a, p.5).

In recent years, that is from 1983 Sri Lanka has been experiencing ethnic conflict. Succeeding governments have given it priority attempting to resolve the issue of a separate State for the Tamils in the north and east of the country. Generations of Sri Lanka school children are aware that there is disruption in the educational domain resulting from this conflict sporadically. The areas that are geographically delineated

in which the impact of the conflict is manifest are found in the north and east of the country. In Colombo where HS is located however the effects of the conflict have not resulted in frequent school closure. Nonetheless there was one occasion when HS had to be shut for three weeks in November 1995 when I was in post due to a terrorist induced large industrial fire within a few miles of the school. HS and other such schools have faced the challenge of ethnic conflict by promoting teaching and organising peace initiatives from within their multi cultural setting.

The National System of Education in Sri Lanka constitutes three sub-systems (Kariawasam, 1992):

The first level of education is from Year 1 to Year 5 (equivalent to Junior School in Britain) for students from 4 years 11 months to 10 years 11 months. The curricula is common to all students and is integrated.

The second level.... is of 6 years duration (equivalent to Secondary School in Britain). All students follow the same curricula leading to the GCE 'O' Level Examination. Those who qualify study for two more years and sit the GCE 'A' Level Examination.

The third level of education is given in higher institutes, viz. the Technical Colleges, Universities and Training Colleges.

The Non-Formal System covers Adult education given by the Non-Formal Education System in the Ministry of Education and Higher Education, the National Institute of Education and other government institutions.

Public Examinations are exclusively controlled by the Department of Examinations of Sri Lanka which comes within the purview of the Ministry of Education and Higher Education (MEHE).

For administrative purposes the country is divided into 242 Divisional Councils and the implementation of education programmes (under the scrutiny of the MEHE) is the responsibility of the Director of Education in charge of a Division, (page 1).

In order that the interface between colonial systems and Sri Lankan systems of education can be clarified I have reproduced below the chart 'Stratification and Development of Sri Lankan Schools' (Cummings, Gunawardena and Williams 1992:10).

1.2 Stratification and Development of Sri Lankan Schools

Historical			Analytical
Pre-Colonial	British Colonial	Post –Independence Unitary System, 1956 to present	Types of schools
Local religious schools	Superior schools	Type I-AB schools _____	Established Schools
	Indigenous schools _____	Type I-C schools _____	Intermediate Schools
		Type II schools _____	Village schools
		Type III schools _____	

Table 1.1 Stratification and Development of Sri Lanka Schools

(The remainder of this Table is reproduced in Appendix 1:Source: Cummings, Gunawardena and Williams, 1992:10)

Table 1.1 is further clarified by Kariyawasam (ibid) with appropriate detail as to what constitutes the School Network in Sri Lanka:

There are 10,300 schools of varied categories. There are marked disparities among schools. The schools reflect the influence of geographical, demographic and socio-economic factors which have been occurring in the system.

Kariawasam elucidates the Cummings et al. ‘Stratification Chart’ (Table 1.1 above), labelling them *Government* (that is State Schools) *Schools by Type, 1991*. It must be noted here that private schools such as HS are not seemingly included in this classification.

Type 1 AB- Schools with GCE (Advanced Level) Science classes (and Arts and Commerce),

Type 1 C- Schools with GCE (Advanced Level) Arts and Commerce classes (no Science),

Type 2-Schools with classes up to Year 11, and Type 3-Schools with classes up to Year 5 (and then) to Year 8.

Although HS (and similar 'private' schools) is not included in Kariyawasam's research studies, Cummings et al. appear however to suggest HS is a Type 1 AB-School. They have done this on the basis that it has GCE (Advanced Level) Science classes with Arts and Commerce Faculties as well, (NB this is an un-researched dimension relevant to this study) for the purposes of this study however I have located HS as a Type 1 AB-School.

The well received educational institutions in the British system in 19th century Sri Lanka were named 'superior' that is, Type1 AB-Schools by Cummings et al., schools which were modelled on the English public school. HS belonged to this category. It must be noted at this point that at least three factors made this study possible at HS. First, its distinctive history. HS is modelled on the English Public School and was inaugurated in 1874. HS originally was described as an English school. The use of the English language as the medium of instruction until recently assisted the school community, particularly the teachers to work in English with ease. These aspects facilitated the introduction of school effectiveness and school improvement (SESI) initiatives at HS.

Second, the familiarity of English school practices such as the teaching of the curriculum prescribed by the English Examination Boards, for example, London Matriculation and Junior Cambridge; organisational features such as time-tabling, the House system, school assemblies, speech days, annual school inspections- all these contributed to HS culture. These in turn set up the platform for the successful introduction of SESI initiatives at HS such as programmes of Continuing Professional Development (CPD) of teachers.

Third, HS is a one hundred and thirty year old Methodist Missionary Boys School located in Sri Lanka a predominantly Buddhist country. This thesis therefore deals with a micro study of a school with a complex cultural background. Although HS

(and other similar schools) faced the challenge of performing effectively as Christian Missionary Schools in a Buddhist/Hindu environment, this facet increasingly has buttressed the image of the school as a multi cultural institution and has not as a result created tension at national level. Therein is its strength (see chapter six) and SESI initiatives have been enabled at HS.

These schools were initially funded by overseas religious institutions to establish a base in the country for the spread of their religions. In 1880 when external examinations conducted in the English language became the basis for advancement to higher education and civil service employment, the Type 1 AB-Schools became clearly demarcated as the training grounds for the local elite, Cummings, Gunawardena and Williams (1992).

Type 1 AB- schools established in the Sri Lankan urban centres of Colombo (HS was one among others), Kandy, Galle and Jaffna offered a full curriculum from kindergarten through collegiate Advanced Level courses. These schools charged substantial fees and received impressive support from religious denominations, alumni associations and government subsidies. The management of these schools was performed by Boards of Directors who maintained close contact with the central government.

1.2.1 Type 1-AB and Type 1-C schools and Type 2 and Type 3 schools

In 19th century Sri Lanka Type 1 AB-schools such as HS maintained an influence far out of proportion to their actual number; only 35 out of approximately 3,600 schools in Sri Lanka, in 1939, were of this category, Cummings, Gunawardena, and Williams (ibid). They were firmly established and continued to extend their influence in serving the interests of the colonial administration.

Parallel with the growth of Type 1 AB-schools was the growth of Type 2 and Type 3 schools, taught in the vernacular languages, which provided education to the majority of the population in the rural areas. Unlike Type 1 AB-schools, Type 2 and 3 schools were administered and funded by regional and local governments, at much lower levels of support (Jayasuriya ,1971). This division between an elite group of well

funded, academically superior schools and the majority of smaller, and less well-endowed schools continues to the present times (Cummings, Gunawardena and Williams, *ibid*).

The salient aspects of Type 1 AB-schools could be summarised as follows: more affluent, urban-based, well-funded, academically superior and operating in English in comparison with the Type 2 and 3-schools in which the medium of instruction was in the vernacular languages.

When scrutinising State and Parent influences on Type 1 AB-schools, they are described as those found in the more affluent districts of the country (mostly urban based) spending more money per pupil, with parents too tending to contribute more money to these schools. Cummings, Gunawardena and Williams (*ibid*) expand on these aspects:

'In part, this is why schools in these areas are able to attract and keep more highly trained teachers'. Further, they claim, 'students are more highly motivated, less likely to repeat or drop out and more likely to go on to Advanced Levels' (page 9).

This perspective appears not to raise any contradictions or debate. If the students are from affluent families, the ensuing supposition is that, more money per pupil is spent on them. If so, then these schools can attract high calibre teachers, who are often better paid, and this signals highly motivated students whose drop out-rate is often very low. In the total educational landscape, therefore, these are the equity issues that the Sri Lanka government and policy makers have attempted to correct through the reforms which receive scrutiny now.

1.3 Current and Past Educational Reforms in Sri Lanka

The existence of an education system in Sri Lanka, which is divisive between well-endowed and the less well-endowed schools (their socio-economic status (SES) being

responsible for this) has been the issue which education reforms in recent times have attempted to address. Cummings, Gunawardena and Williams (ibid) thus declare:

The aim of current and past reforms is to bring the poorer schools up to more satisfactory levels of funding and achievement, while maintaining the quality of the wealthier schools.

These efforts are well received but it is my contention that there still remains a great deal of work to be done to alleviate educational standards of the poorer schools which leads to a divide in the nation's educational domain. Maintaining the quality of education of the wealthier schools such as HS, is however visionary, lest in the process of upgrading the less well off schools the others are neglected and their standards may thus be allowed to degenerate.

Whether this scenario is unique to Sri Lanka or whether similar situations are well documented in other parts of the world, both in developing and developed countries, is worthy of further exploration. In the case under scrutiny in Sri Lanka, there is evidence that the rate at which the better endowed schools raised their standards and where there was school improvement, it was much quicker in the well-endowed schools.

This I believe is largely due to accretion (growth by means of gradual additions) processes. My supposition here is that well-endowed schools such as HS possessed a head-start and they reinforced and extended this advantage and pressed on gradually, over many years, to better and higher standards. Of the 35 Type 1 AB-schools (in 1939) focused upon, all of them were well over fifty years in age. This meant embedded in them were successful practices upon which were built further good practice. Of course the issue can be raised whether the age of an educational institution necessarily equates with successful practice. This is another empirically ungrounded area but at HS, a one hundred and thirty year old school (founded in 1874) there is ample evidence for this, that its many successes were linked to its age.

Although the aim of recent reforms was to bring the standards of less well-endowed schools to more satisfactory levels, in effect, the schools with better standards, the Type 1 AB- schools, went further ahead. The gap that existed simply widened.

Sackney and Dibski(1994:110) and others commenting on School Based Management state that wealthy communities are more successful at fund raising than poorer communities thus exacerbating problems of equity. Similarly Perera (2000:59) pin-points the current situation.

‘It must be stated that in Sri Lanka the existing system too has perpetuated imbalances and the gap keeps widening.’

Educational reforms however, also targeted other elements of progress. What was cumbersome to achieve qualitatively the reforms were successful in achieving quantitatively.

1.4 Educational Expansion in Sri Lanka-Post Independence (1948 onwards)

The post independence educational improvement agenda included several innovations which, Perera (2000:33) labels as ‘unique in the education system of Sri Lanka’. It is presented below in Table 1. 2 in chronological order. The Ministry of Education inspired reforms, it appears did not impinge on the educational pursuits of HS and as a private school it existed alongside other private and state schools, comprising a significant component of the National Education System. Reference however needs to be made to two significant reforms whose dates are, 1961 and 1999, which did impact on HS and other private schools, (see Table 1.2 below).

In 1961 nearly all private (Mission) schools were brought under the control of the State and because HS opted to remain a private non-fee levying school it lost its earlier favoured position of receiving government funding. HS now needed to raise all the funds that were required to run the school. This impacted on the provision of facilities such as teaching science and funding for sports. The 1999 reforms were well received by HS management and some early gains were noted by the incumbent principal (cross references in chapter 5, title: The calibre of educational leaders (principals) at HS especially in the Teacher Appraisal Scheme (see Table 1.2, 1999).

Post Independence Educational Improvements in Sri Lanka

Date	Innovation or Initiative
1940s	A special category of schools known as 'Central Schools' was established to provide students from villages an equally good education as their privileged counterparts in towns.
1945	A Free Education Scheme for all school age children from kindergarten to University.
1950s	The adoption of Sinhala as the medium of instruction
Late 1950s and early 1960s	The teaching of science was extended to secondary grades of better schools in the rural areas.
1961	Private schools were brought under the control of the State. HS opted to remain private with a few other Mission schools.
1972	To move away from the academic curriculum wide reforms were introduced.
1981	The Cluster School system replaced the Circuit System.
1984	Life skills programme introduced.
1986	Continuous Assessment introduced.
1993	School Development Boards failed in their operations because Stakeholders such as parents misconceived their function only as fund-raising bodies. They were abolished in 1995.
1996	A National Education Policy: A Framework for Action on General Education.
1997	Reform in General Education stressed need to adopt School Based Management (SBM). This increased local community support.
1999	Two initiatives introduced: i School Based Management ii Performance Appraisal System for Teachers.

Table 1.2 Post independence Educational Improvements in Sri Lanka

Source: Perera (2000:33)

In the context of educational expansion in Sri Lanka, Cummings, Gunawardena and Williams (ibid: 11) pin point:

Enrolment tripled from 1946 to 1979 and the number of schools doubled. Reforms had led to a tremendous increase in the demand for education particularly at secondary level. To meet this demand the government encouraged schools to increase enrolment... .. At the same time however steps were taken to safeguard the privileges of the older elite schools. A number of older schools were exempt from admission regulations... .. Thus, elite schools were able, in large part, to maintain their advantage, Jayaweera, (1986).

The Type 1-AB schools therefore improved their standards from within, through the efforts of staff, principal, students, parents and community. Simultaneously, they received support from the government and their privileges were safeguarded. It is therefore not surprising, in such a climate, that these schools can press on to higher standards and further improvement.

It seems clear, that this component, the Type 1-AB schools in the educational landscape of Sri Lanka, engaged in unfair competition with the less well-endowed schools, those ascribed as indulging in minimal mass education (see below).

Jayeweera (1989) drives this point home stating:

The dual system of education of elite, English schools and minimal mass education in the local languages, the Christian domination of the power structure in education, uneven socioeconomic development in the country and the advantaged status of the south west and northern sectors of the country and the demands of the colonial economy were components of the legacy transferred to local policy makers in the nineteen thirties.

This appears unfair and yet continuing government efforts to safeguard Type 1 AB-schools, I argue, needs favourable recognition. They have buttressed the Sri Lankan education system, which in more than one sense is 'top' heavy, that is, 35 superior schools out of 3,600 have maintained an influence far out of proportion to their actual number, and yet without them the whole education system may appear to be unbalanced.

The aim, therefore, of recent and past reforms is worthy of accreditation. The government initiated reforms were heralded by many Sri Lankan educationists as appropriate and yet other balancing measures had to be employed to raise standards in one quarter, that is, in the less well-endowed sector; together with further development in the well-endowed sector. At present however, as anticipated, the evidence for improvement is slow in the less well-endowed sector. One such balancing measure was to positively discriminate in favour of Central schools (see Table 1.2, the 1940s, the equivalent of Comprehensive schools in Britain) and to ensure that proportionately more students from these schools found places at University.

Of course this measure addressed equity issues but by the early 1970s another issue emerged. These were difficulties associated with the change in the medium of instruction from English to the vernacular languages, Sinhala and Tamil (see Table 1.2). This view point is neatly summed up by Little (1994:2):

In the nineteenth century, schools (of the earlier period)..... were replaced by the British colonial government. A dual system emerged (now) in which students in elite schools bound for mid level posts in government and commerce studied in the English medium while students in the mass schools bound for lower level employment studied in Sinhala or Tamil, the languages of the majority and minority populations respectively.

This dual system in subsequent years and even in present times has appeared to be an obstacle to progress in the educational domain. The dual system, I believe, still endures and the accompanying divisiveness is the hotly debated political issue, even in the General Elections held in Sri Lanka in April 2004, and it is likely that further educational reforms will follow which address equity issues.

Young graduates who had completed their degrees in Sinhala and Tamil found when seeking employment, those who were educated in the English medium and from a Type 1- AB school had an advantage over them. The majority of jobs demanded a good standard of English and this as expected was problematic for students in schools in which standards of English were poor, and were therefore being penalised. Here was another instance therefore where the Type 1-AB schools were at an advantage. At HS English standards continue to be high and it can be argued that there is interconnectedness between the higher socio-economic status of its students as compared with students in a rural area where English was not in use.

In summary these diverse elements such as affluence, urbanity, higher academic status and the operation of the curriculum in English, have contributed to the divide that exists in Sri Lanka in the educational domain. These elements appear to be inextricably linked. This pin points the aspect that the socio-economic status (SES) of pupils can to a very large extent determine the kind of education they are able to obtain.

Furthermore, this thesis addresses issues of school effectiveness and school improvement (SESI), and to what degree they were/are successful at HS receives attention in later chapters. There is however an exhaustive body of literature with particular reference to SES issues, also receiving focus in SESI strategies both in Sri Lanka, Britain and elsewhere, and it is to this theme that I now turn.

1.5 Links between Socio-Economic Status and Education in Sri Lanka

Studies of schools serving students from different social class backgrounds have shown student SES to have an effect on the success of strategies used to make schools more effective (Hallinger and Murphy 1986; Teddlie et al. 1989). It can be illuminating to explore in this context the possibility that SESI strategies were more successful at HS in Sri Lanka because there, student SES levels were higher, the school was located in an urban district of the country, academic standards were better and English was accorded a high status in the curriculum.

Following on this train of thinking the notion that the SES of school populations determine the educational needs of a country is reinforced by editorial comments in the Sri Lanka Daily News of 26th December 2003. These note the close correlation between education and development of any country. They emphasise the heavy investment needed in education to reach standards of an advanced society.

In order to leap frog to an advanced society the less developed countries require huge investments in education to develop the human capital required,.....Development should guarantee a decent living to the vast mass of the poor. If the poor were left out of development the result would be no development.... No country developed without investing heavily in education. In this context it is sad to note that state expenditure on education is being curtailed progressively. The result has been the closure of hundreds of schools throughout the country.

The dualities of disadvantage these societies encounter are thereby exposed. First, that they are poor, and second that because they are poor their efforts are declared unviable economically and schools are closed. This further exacerbates the problems, and the future of educational ventures seem bleak, unless there is heavy investment in education both from internal sources, that is, from the government, and externally,

through funding from international sources, such as the UNICEF, the World Bank and other organisations.

Bacchus (1988:3) re-echoes this perspective:

... ..educators from the developing countries often have very limited resources with which to develop programmes or carry out research and therefore tend to be always on the look-out for the possibility of obtaining funding support for their projects from the MDCs (more developed countries).

The education system of Sri Lanka thus displays at least two salient features. First, that the affluent who can afford to pay for their education thrive, advance and progress. HS, the case study school in this thesis demonstrates exactly this. Of course HS is not the only school which displays this feature. In 1939 there were 35 such schools which substantially support the Sri Lanka education system. Secondly, those from a lower socio-economic level had little or no access to education.

Governmental concerns regarding these equity issues have now been articulated over several decades. Speaking shortly after the youth insurrection of April 1971 the Minister of Education vehemently expressed the following notions empathising with youth who felt 'rejected' by an education system focused on access to University. The background to this situation of course needs to be clarified. Those aspiring under graduates were nearly all, up to the 1960s from the elite, Type 1-AB schools in urban areas, which have the required resources for training students for courses in Universities. The Minister stated:

From the time the child enters school, the target is set on the university. Each year only one per cent of the school population enters the universities. So all the efforts, expenditure and preparations are for the benefit of this one per cent.....(The Nation, 30 May 1971).

It is not my intention in this thesis to argue the issue whether only the affluent who could afford to pay for their education benefited from it. Instead I intend focusing attention on accretion processes that enabled HS to reach its present status, producing many national leaders including the first Ceylonese Governor General, after Independence in 1948.

Additionally, I propose to examine reasons for the success of school effectiveness and school improvement (SESI) strategies which were set in motion when I was in post as principal of HS between 1995 and 2000. The overarching task in this research enterprise would then be to assess critically the nature of SESI strategies at a selected period in the development of HS, as for example the programme of continuing professional development (CPD) of staff, the role of effectual leadership, efforts to change the culture of HS, the harnessing of stakeholder and heads of faculty energies.

In the research activities I pursue, I intend exploring the premise that in international attempts to replicate one country's findings elsewhere or examine the same factors have encountered difficulties. This could be because research instruments do not translate well from one cultural context to another, and interpretations of concepts may also differ from country to country (Reynolds et al. 1994). Although facing such difficulties there were/are schools like HS and others in Sri Lanka which demonstrated that SESI strategies can be successfully delivered through accretion and other processes.

1.6 Accretion Processes and Progress in the Educational Sphere

Accretion defined is a growth or increase by means of gradual additions (Oxford Dictionary p.6). To further elucidate the notions encapsulated the question may be posed 'The growth of what?' It is the growth of concepts, as for example, egalitarianism, or a set of values, for example, honesty, integrity and loyalty. These concepts/values are what seem to have grown. The basis for growth and increase in the first instance then is the practice of these concepts and values. They are well known and have existed now over a long period of time. They are productive and operate efficiently at particular places, in this exploration, in Mission schools such as HS, in Sri Lanka.

It is therefore not an innovation that I refer to here, it is growth and increase through gradual additions of concepts, highly acclaimed at point of origin (in Britain) and now transplanted in a new environment. In a culture transfer such as this both in terms of language, that is, from Sinhala and Tamil to English and in terms of religion, from

Buddhism and Hinduism to Christianity it must have been fraught with complex issues. The all embracing factor however which supersedes the impact of these elements of language and religion (also as a matter of course changed by the colonialists), is the coercive and imposed activity ascribed to invading colonial nations.

An amalgam then of colonial administration, religion and language made the resolution of issues relating to colonialism in developing countries very hard to achieve. Successful practices of other lands, as expected, did not find a ready home in Sri Lanka whether it be in the domains of education, administration or religion. What was lacking one hundred and fifty years ago and is still lacking is participation in and claiming ownership of practices of other lands, in most cases adapted to the Sri Lankan scene, a contentious issue which may encourage debate for some while yet. I now proceed to explore the nature of some of the colonial influences, that of Missionary activity.

1.7 Christian Missionary and particularly the British Methodist Missionary impact on Type 1-AB Schools in Sri Lanka

Sri Lanka was exposed to three forms of colonialism between 1505 and 1948:

A. Portuguese	1505 to 1656 = 151 years
B. Dutch	1656 to 1796 = 140 years
C. British	1796 to 1948 = 152 years

Each colonial nation had their educational system firmly based on a Christian Denomination, as follows:

Portuguese	Roman Catholicism
Dutch	Dutch Reformed and Presbyterian
British	Anglican, Baptist and Methodist

The influence of Christian Denominations consecutively, of three European settlers within 443 years in Sri Lanka's history made a robust and lasting impact on Sri Lanka's existing educational system. As clarified earlier this was based on an extensive system of Type 1 AB and C Schools and Indigenous Schools conveying both the Buddhist and Hindu heritage (Cummings, Gunawardena and Williams, 1992:9).

The Christian Missionary impact was on two fronts: first, on the one hand, succeeding colonial nations with determined energy imposed and established alien systems of education in Sri Lanka. Secondly, they simultaneously ignored and even discouraged existing structures and schools, setting up new institutions to enforce their colonial agenda which served their own interests. Bacchus (1988: 4) contributes cogently to this claim:

With these political and economic objectives clearly in mind the colonizers had no major difficulty in formulating their educational policies. Their only concern was to determine how the educational programmes for the colonized could be so structured as to achieve these objectives at a minimum cost.

As colonialists, possessing military coercive power, they were not only able to establish their own education systems but made sure they would take root and be sustainable over long periods of time. It is therefore not surprising that these Missionary Schools still exist two hundred years or so later. The contention whether the coloniser impact was overwhelmingly beneficial to south Asian developing countries or whether they impeded progress, can be argued over a long period of time until more empirically based evidence becomes available.

These Missionary schools, such as HS, form today a significant category, whose influence is far out of proportion, within the contemporary education systems of Sri Lanka. Of the three European 'varieties' of schools, the British being the most recent, wields a crucial impact through schools such as HS and others even in 2003. Although Post- Independence (i.e. 1948 onwards) Education Policies, through Free Education and the creation of Central Schools have attempted to minimise the

influence of Missionary Schools, this has not yet borne fruit in an all pervading manner and remains in an evolving stage.

Students from Mission schools are still at an advantage where employment is concerned mainly because of their holistic education, which includes not only academic achievement but also high standards in sports and other activities such as drama, oratory, music and scouts. Of course their higher standard of English as compared with their counterparts from the state sector schools also plays a critical role.

From the recognition of the fact that Missionary Schools offered Sri Lankan students high quality education, I now proceed to explore the *raison d'être* for the success of these schools. The argument here, I claim, is whether this was due entirely to the visionary and zealous leadership of missionary principals or whether other factors or a combination of factors were responsible. I now seek these other factors in the ensuing discussion on values, achievements and styles of leadership of HS principals.

1.8 Values, Achievements and Styles of Leadership of HS Principals

There is scarce research available on the correlation between persons trained as ordained ministers of the Methodist Church who later demonstrated that they were extraordinarily efficacious school principals. The view that ordained Methodist priests can also function as effective school principals is upheld when the high achieving status of mission schools such as HS is scrutinized. What is intriguing however and needs clarification is whether they were also trained to function as church leaders. The issue I therefore raise is: did spiritual capital of the missionary principals assist them in their quest to create high performing schools?

What needs to be unravelled therefore is whether these missionary principals had further training for school principalship or whether they acquired these facets in service. If they did, I believe, it was indeed fortuitous for schools such as HS to have persons of this calibre as their principals.

The issue can then be argued are they ministers first and then educationists, and its converse? Did they possess transferable skills and/or did they acquire them as a matter of course? Had these issues been researched they could help in the process of evaluation of leadership values, styles and achievements, and to isolate specific values that assisted them to underpin their highly acclaimed, efficacious service to HS and Sri Lanka.

In this context Grace's (2002:237) perspectives illuminate this exploration:

'.....what emerges overall is a recognition that the majority of the Catholic school leaders have drawn upon their spiritual capital (which Grace adds to Bourdieu's (1986) three forms of capital: economic, social and cultural: page 236) in discerning the way forward and in giving leadership on the educational policies and practices of their schools'.

The first twelve principals at HS of course were ordained ministers of the British Methodist Missionary Society, they were not 'Catholic school leaders' Grace refers to above, and yet, it appears, this description equally applies to them. Literature in HS magazines pin point that all twelve HS principals may have drawn on their spiritual capital to perform at this remarkably efficacious level of service- efficacious from the perspectives of the BMMS, students, staff, parents, alumni of HS and the Sri Lankan Methodist Church.

From this brief exploration I now turn to the issue of values, achievements and styles of leadership of HS principals. This will only be an initial reference to these three factors, for their elaboration, analysis and synthesis there is provision made in chapter two (Literature review) and chapter five, (Data analysis of the role of school leaders).

Two perspectives of leadership Trait analysis I have drawn into this present discussion are defined by Stogdill (1948), firstly: leadership as an attribute of personality and second: effective leadership as superior performance. It appears that the first underpins the second theory, for the application of attributes of personality such as devotion to work, conscientiousness and industry can lead to and result in higher quality performance.

Attributes of personality of some HS principals, which seemingly are subjective notions because they are empirically ungrounded, illuminate the educational practices of these persons. A set of these attributes (set out in the adjoining paragraph) documented in a HS magazine would complement the list above:

These HS principals were: warm-hearted, had good relations with staff, role models to students and staff as athletes, with inspiring personalities, had the goodness of heart, were firm disciplinarians, fearless critics of the colonial government of the time, that is, between 1910 and 1914 in Ceylon, pro-active in character-building pursuits for student leadership, promoting parent activities and encouraging a theological stance in study courses at HS.

Each of these attributes practised by the principals arguably promoted school effectiveness and school improvement initiatives at HS. Additionally, the length of service of each principal and the marshalling of spiritual capital, again arguably, may have contributed to successes of enhancing the school image at HS. Attempting levels of excellence for the school they served, was another hallmark of these dedicated people. The fact that HS is recognised as a leading school in contemporary Sri Lanka is testimony to the missionary principals' hard toil, vision, spiritual energy and capital. They were indeed leaders and role models who demonstrated their hope and determination in the tasks set before them by the British Methodist Missionary Society.

Halpin (2003) posits in this context his view about:

'a way of putting the hope back into the education process at a time when many teachers in schools are despairing of their work and feeling profoundly pessimistic about it as a result.

This is a legitimate concern which I argue can be raised, whether this pessimism can be attributed to the lack of spiritual capital in the educational and other arenas in contemporary societies. The Missionary principals at HS, it is recorded in HS magazines, put a great deal of hope back into the education process at HS and Sri Lanka during their periods of service.

As principal of HS I encountered some of this pessimism. For example the teachers on some occasions would discuss at staff meetings the trauma they face when confronted with student bad behaviour. Staff at HS expressed the view that they are driven to despair on some occasions and at other times they become cynical. I questioned then whether this was due to a lack in spiritual capital, both among teachers and in my practice.

The challenge that I encounter therefore may well be to explore some of the practices and traits of those successful and effective Missionary principals who served HS in Sri Lanka nearly a century ago, in order that I can identify their (these among other practices) potency and add what is remarkable and extraordinary to existing practice.

1.9 Implications for the study

Under implications for this thesis, I intend articulating the rationale for the study. This research enterprise first, concerns a micro study in the educational domain of Sri Lanka, and secondly, illuminates the potency of colonial missionary activity as documented at HS (and other similar schools) which raises a plethora of issues. My intention then is to explore the issues as relevant to the study with a view to seeking to resolve at least some of them which may assist SESI at HS and indeed in the whole of the country.

The first issue then is, did colonial systems of education match the local educational scene and its needs? Another, associated view was were there any familiarisation of local culture and did a semblance of consultation occur before educational policies were formulated and introduced? A response to the main issue is that these systems were prescriptive and matched the needs of the colonial government, not those of the local population. It appears, familiarisation and consultation were not accepted practices of the colonising nations, and they did not occur, the argument for such action was that it may have entailed opposition and costly delay.

Bacchus (1988:4) underpins the claim of the lack of consultation:

The approach to educational policy making was ...prescriptive... .. Initially there was no discussion with the colonized nor even any detailed knowledge about the cultural context of these countries was considered necessary to draw up educational policies for them. In fact the first major policy document in the area of British colonial education.....was drawn up by Sir James Kay Shuttleworth who had himself never been out to the colonies.

These perspectives signify, I surmise, the mis-match that peoples of the colonised lands have been pin pointing for over two centuries, in this case, Sri Lanka. Of course there were gains that micro units of the local populations boasted about; the acquisition of the English language (provided by schools such as HS) and how this enabled the coloniser to draft in low level “educated personnel”, in the early years of colonisation, needed for the European dominated sectors of these economies. The contemporaneous educational reforms therefore, particularly those of the 1990s in Sri Lanka, have attempted to address these equity issues, this work however is ongoing.

The second issue is that the coloniser’s educational policies were keenly undergirded by religious organisations. Bacchus (ibid) in this context declares:

These educational efforts were ...often undertaken by missionary societies which had their own motivation for wanting to educate the local population. They pursued their own agenda... .. But nevertheless had to work within the framework provided by the colonizer... ..

HS was one such school in which the missionary society agenda of evangelical and proselitisation pursuits (1.8 above) was clearly established. Although as colonisers, military coercive power was available to them as they sought to set in place several educational institutions, seemingly this was hardly utilized (no reference is made to such action in HS historical evidence).

The fact that missionary schools such as HS still exist, based on the:

‘classical secondary education (systems) enjoyed by the elites in the metropole... ..following the traditions of the English Public Schools’

(Bacchus ibid) is testimony to the fact that they were unique organisations. At first the young men who were educated in these schools buttressed the colonial administration and missionary activity at various levels, and later provided the newly independent

motherland, national leaders she direly needed. The tendency, however, to dismiss the impact of colonial educational systems as inappropriate continues, but from the experience of schools such as HS there is evidence, I believe, that there have been gains that have accrued in particular to the Sri Lankan educational domain through these schools.

Those who contest the premise then, that missionary schools did not benefit Sri Lanka, on the one hand, argue they are not culturally compatible and so cannot contribute to SESI. In this thesis however, on the other hand, the empirical evidence particularly from teachers (see Chapter four) sets up the argument that one of the compelling reasons that SESI was enabled at HS was due to its familiarity, through the earlier Christian missionary activity at the school. I need to revisit this theme in Chapter six after further empirical evidence is assembled to firmly establish that this was, or this was not, indeed the case.

The third issue then, is the vexed perspective, why perpetuate alien, colonial systems when their gains accrue to a micro element of the Sri Lanka population? The deficit elements of this perspective then are two fold. Firstly, the colonial education system is not an indigenous system, it is from somewhere else. Secondly, it does not benefit a larger component of the population, so why accommodate it? In this context however, I have reiterated the notion (in the fifth issue below) that in a scenario of expanding globalisation it can be problematic to assert that national education systems can be confined and restricted to the once lauded indigeneous education systems.

The emerging issues are those such as 'What part does the curriculum being taught in English play in this debate? Also, because this appears to function as a vehicle of social mobility (Little, 1994:2) both within Sri Lanka and for a significant element of the population, boosting their ability to work in other lands, such as Britain, are the educational policy makers of Sri Lanka, in effect implicitly encouraging the existence of missionary schools?

The fourth issue is a tendency for researchers, albeit with empirical evidence, to conclude 'what works successfully in one developing country is appropriate and relevant to other such countries'. This perspective is not realistic, I assert, for it is

largely based on generalisation. Local contextual factors such as the cultural backdrop of a community or country, and detailed fieldwork and case-study research have not received sufficient credibility and practice. One of the outcomes of such work, on the other hand, is that it is dismissed by some researchers on the premise that this line of action resembles that of a quick fix or magic answer.

For the purposes of this thesis I have explored the research pursuits of Khamis (2000) and Bacchus (1983, 1987 and 1988) and found scarce material that appears relevant to my work, although both have dealt with matters pertaining to the educational domain. The former, for example articulates the experiences of teachers in participating schools in his selected sample in Pakistan, being released from their individual schools to attend teacher professional development in an external agency. The latter, on the other hand deals with a larger field, of several developing countries in the Caribbean, Africa and south and south-east Asia, additionally addressing equity issues created by colonising nations in developing countries.

The two points of commonality, however, are that like my study, they are both located in developing countries and both also deal with educational pursuits. They do not however, contribute to a micro study (of one school) in the educational domain and to the energy and potency of missionary activity in schools in a south Asian developing country that my thesis highlights. With the other three issues above I need to revisit this theme in chapter eight.

The fifth issue relates to the Cummings et al. (1992) perspective of an education system in Sri Lanka which is divisive (1.3 above) and the reforms which in recent times, that is, in the 1980s, have attempted to address. The dual system in the educational domain which the colonisers (the British) were directly responsible for in the early years of the 19th century, it appears, bestowed on the Type 1 AB-schools advantages such as the gains of utilizing the English Language in the school curriculum, which in turn underpinned the colonial administration. Gundara (2000) lends credence to this perspective:

...the post-colonial States.... faced great challenges of maintaining unity, with divisiveness being hoisted upon them by the colonisers. Most of them

have tried to maintain national unity despite tendencies towards fragmentation (p. 181).

In this context, it is my intention to argue that the use of English and a colonial administration set up the platform on which SESI strategies at HS could be introduced and successfully practised. One of the serendipitous outcomes of this enterprise could turn out to be measures that promote cohesion and national unity through the widespread use of English, in a climate of an expanding globalisation, rather than divisiveness and fragmentation in the Sri Lankan context. These and other emerging issues, I affirm, need further exploration in chapter eight.

These are perspectives that need to be subject to rigorous scrutiny, crucially marshalling evidence that may assist me to make a notable researcher contribution to the existing body of knowledge on the proliferation of SESI strategies at HS and in Sri Lanka.

This indeed could lead to the practice of a conjoint epistemology in which SESI and other knowledge and practice in the educational domain are no longer labelled exclusively as belonging to a western/northern variety. The new variety of SESI strategies may then be simply labelled conjoint SESI strategies. The pragmatism of these perspectives can only gather credibility, through evidence this and other theses can provide, for this theme currently is an under researched body of knowledge.

From the implications for this study I now proceed to synthesising what is contained in each of the remaining seven chapters of this research endeavour. This can assist the reader to gain insights into how the ensuing chapters are woven into the fabric of this thesis.

1.10 Outline of the Thesis

Chapter one

Chapter one firmly establishes the setting and the context of research. The setting of this study is in Sri Lanka a south Asian developing country. The context refers to the

location of Highdalcara School (HS) in Colombo the capital city. Methodology of case study is utilized to construct this thesis.

Research themes in this chapter include:

Stratification and Development of Sri Lanka Schools; Current and past Educational reforms in Sri Lanka; Educational Expansion in Sri Lanka; Accretion Processes and Progress in the Educational Sphere.

Chapter two

Chapter two contains a literature review of School Leadership. The first part of the chapter links the work of a school principal with changes and Reforms s/he needs to initiate and their problematic nature. The success of leadership practices are seemingly determined by the way they are understood.

Research themes such as Changes in Educational Leadership and Two Studies of Reforms in School Leadership in Sri Lanka are discussed therefore to promote deeper understanding of leadership concepts. There are also references made to the research hypothesis which incorporates new leadership concept and the leadership model that influenced my practice at HS. In the literature the work of several renowned scholars underpins and reinforces the new models of shared and distributive leadership.

Chapter three

Chapter three examines the Continuing Professional Development (CPD) of teachers programme. Since the need for CPD in schools is highlighted in the school effectiveness and school improvement (SESI) literature a brief review of these two research arenas is included in this chapter. Research evidence suggests that teachers at HS did express opposition to CPD at first because it was new and it was perceived as another form of teacher training or development. For purposes of clarification therefore a chart is employed to elucidate their differences.

Research themes such as Approaches to Teacher Training in Sri Lanka are included to make the reader aware of varieties of further training for teachers that were available to teachers at HS. Issues related to sustainability and lasting improvement of SESI strategies are also discussed in order that what is appropriate for a particular school is taken on board when planning CPD and other training initiatives.

Chapter four

Chapter four delineates the research methodology and the processes involved in constructing a thesis. Reference therefore is first made to the Title of the Thesis. Second the research hypothesis and research questions enable me the researcher to erect parameters or boundaries of the thesis. This I will eventually employ to formulate the case study this thesis entails.

Third then I engage in assembling empirical evidence from the research arena. Fourth in the process of analysis my professional experience will count in the shaping and interpretation of this evidence. In similar manner theory and knowledge obtained from literature, doctoral courses at the Institute of Education and supervisory interventions have guided the research analysis and interpretation.

Fifth in the data I collect from the players in this field of research: students, teachers, principals and stakeholders; from observations; from documents and records; all these have, it appears both provided triangulation of research evidence and enriched this research endeavour.

Chapter five

Chapter five is concerned with the construction of an innovative model of school leadership. Literature in chapter two discusses the earlier 'top-down', hierarchical leadership model and points to the 'bottom-up' and shared leadership model. I have argued in this chapter that the new model I would like to construct can be a conjoint model in which the principal remains a visibly strong person and yet passionately desiring to act with others enabling them to act.

I have in this chapter analysed my own practice as principal of HS engaging simultaneously the perspectives of principals in similar schools in Sri Lanka. I have also employed research evidence of renowned authors in this field thus adding authenticity and validity to my thesis.

Chapter six

Chapter six focuses upon the experience of teachers who participated in the first Continuing Professional Development (CPD) of teachers programme at HS between 1996 and 2000. The programme generated both praise and criticism from the recipients.

Teacher responses in the interviews conducted are broadly categorised first under an assessment of the CPD programme and second, under collaboration and cohesion. Emerging notions from the interviews include: the higher the awareness of CPD gains the less was the opposition towards it; when more programmes were completed the social cohesion that these seminars produced enabled teachers to act in creative and innovative ways.

School culture interpreted through the lens of the teachers assisted in addressing the research question on this subject. Two other elements that contributed to this chapter are: the perspectives of middle managers and the vice principal.

Chapter seven

Chapter seven discusses the role of stakeholders in achieving SESI at HS. The empirical evidence is assembled from four crucial elements of the school community: students, governors, parents and alumni. The story that unfolds is one in which the school has performed at very high levels and at times these standards have fallen. Passion is expressed for improvement from all four groups but with greater fervour from students and alumni. In analysis the data from the stakeholders demonstrate that the combined strength of all these constituencies is insufficient to propel the school along lines of resolute and persevering efforts to improve.

Attempts made by principals in the history of HS to act alone therefore were unsuccessful or partly successful because stakeholders were not invited to assist. There is evidence at HS to suggest that all these groups were very keen to help if only persuaded to do so by the principal.

Chapter eight

Chapter eight elucidates the main themes of the thesis: school leadership, CPD of teachers, school culture, student and stakeholder perceptions. These findings are deliberated upon in relation to the research questions probing how they support broader issues of innovation at HS. The main arguments and examples of exceptionally good practice are then reviewed and the uses and implications of research are identified. In conclusion the following issues receive scrutiny: directions for further research; new contributions to knowledge; their sustainability and the likelihood of some limitations in their application.

CHAPTER TWO: REVIEW OF LITERATURE THE ROLE OF SCHOOL LEADERSHIP

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Chapter Two

Review of Literature The Role of School Leadership

2. Introduction

There is an ongoing proliferation of research endeavour in educational leadership, I believe, globally and yet more exploration seems appropriate in this field. In envisioning a goal for this chapter and indeed the whole thesis, I am as researcher impassioned about continuing the search for excellent principals and excellent schools.

This vision is succinctly captured for researchers in Waite's (2002:164) assertion:

*These excellent principals of excellent schools may not create school improvement alone, but they serve as a catalyst for it, a spark plug.
....These principals are those who manage to create environments where knowledge flourishes and children blossom, despite the odds.*

Leadership strategies employed, as relevant to this thesis will be explored in this chapter and throughout this research enterprise. At Highdalcarr School (HS), as the new principal in 1995 I was aware that change would be required at several levels.

I had to decide almost immediately at what stage this was to occur; at the visioning stage, at the stage of the alignment of organisational elements or in the arenas of distribution of power and leadership and the establishment of external alliances and networking. I realised what seemed a priority was the theme: distribution of power and leadership.

To reiterate the significance of the urgency of task perspective, Beare (2000:107) claims:

By and large, crash through tactics have replaced those earlier approaches, largely because legislators, politicians, national leaders and chief executives cannot allow us as much time as we think we need, for they do not have time on their side either.

This aspect was not fully grasped by those operating in the educational arena for several reasons. Change demanded in schools, since the 1990's and rapidly changing events have helped to unpick the long term plans for change. The urge to act quickly or quicker than before is seemingly derived from awareness and knowledge researchers possess that facts acquired today can be declared redundant and obsolete within a brief time span. Proposals for continuous updating of knowledge with the assistance of computer technology and the launching of university courses in life-long learning are therefore unsurprising.

In recent years policy planners, educational administrators and principals alike have all advocated change in schools. There is a multiplicity of reasons that are suggested to justify the premise that change is a dire need. The issue that is at the centre of all change within schools is the principal and if change has been proposed, in most instances, it is the principal who has initiated the change and the person who will take praise or blame for this change, needs to be explored.

In this chapter the stance that attempting educational change is difficult is employed to explore the theme. If as educationalists we agree that change within schools is desirable then this research will underpin the strategies that the principal and others can utilize to bring about change. These efforts can also minimise the resistance and obstacles that are encountered in the process of change.

There has been a prodigious increase of literature on leadership in the 1990s. Particularly, the relevant concepts of the latter part of the decade Leithwood and Jantzi (1998) have stipulated that they should extend beyond the formal managerial role of leaders to distributed leadership manifest in roles for teachers, parents, governing body and students.

It is in this context factors facilitating change can be employed to assist a school to plan and initiate their processes of change in a manner that will benefit the students and all other stakeholders who are concerned with the improvement of HS. From the introductory factors such as the proliferation of school leadership literature and the urgency of change demanded by educationalists to find excellent schools and principals I now turn to systems level change.

2.1 Systems Level Change

Much change, it is acknowledged by researchers, is initiated at a systems level in schools, as for example, curriculum or assessment reform. The principal's role may then be to implement and be held accountable for ensuring the new changes are initiated.

Systems thinking, Senge (1990) pinpoints is one of five qualities, competencies or 'disciplines' which characterize the enterprise that thrives on change and yet achieves its purpose. The other four disciplines he refers to are: personal mastery; mental models; shared vision and team learning. Systems thinking, Senge asserts, is the ability to understand the whole and to know how things interconnect.

There is an implication here that phenomena considered in isolation will not make sense or help understand educational issues (referred to later in this chapter under 'Gaps in the understanding...', section 2.3.1) as for example stated above, in curriculum, assessment or any other theme. The aim of this research study therefore is to conceptualise creative forms of leadership and firstly, to examine their relevance. Secondly, we need to consider if other varieties of leadership are relevant, and then proceed to optimising their impact in order that they may lead to school effectiveness and school improvement. These steps can inevitably entail difficulties, which is the ensuing theme I will now explore.

2.1.2 The Difficulty of Educational Change

Change, what kind of change, how much of additional work will it entail, is it going to make things better and what's in it for me? These comments are often heard in staff rooms throughout the world as loudly or as softly as the case may be. There are also instances where people remain silent when it becomes an exacting and challenging task to directly or indirectly ascertain the thinking and preparedness of the constituency for educational change.

Change in any constituency, whether it is in education, industry, commerce or a sub arena of any one of them, appears for the most part imposed. It is top down and not bottom up and therein lays the difficulty of initiating change. In the top down scenario the recipient of change would nearly always say, 'this is not for me', and these views were made explicit to me at HS. This is because the staff perceived in me the new principal someone who did not know what changes were required at HS. Another comment in this context of course would be 'surely there are other ways of addressing this situation?' As a panacea for difficulties encountered I now argue for an improved variety of change.

2.1.3 Imposed Change or Participative Change?

In most schools the principal is known to be the decision maker. S/he assumes this role because s/he has responsibility for the improvement and progress of the school. If so, then, it is logical to argue that others don't matter, i.e. the deputies, the faculty (academic) heads, pastoral heads and the rank and file teachers.

In such a situation, especially if the strategies employed by the principal are problematic, then staff, parents, governing body and LEA officials may as expected, raise the issue that 'change' decision-making must not be the sole responsibility of the principal. A ground shift therefore can occur from the didactic, imposed change of the principal to a more consensual and participative form of team decision-making which would incorporate the concept of ownership which I had targeted for HS

2.2 Understanding Difficulties of Change

In Table 2.1 below 'Comparison of two Change Scenarios', of eleven reasons for change Hargreaves (1998, 281-2) has designed, I have added my experiences of the difficulties of educational change at HS which indeed can assist in the understanding of this concept.

There is ample evidence in the material (in the table: Comparison of two change scenarios) for cross-cultural matching of phenomena in an educational setting. Hargreaves posits a situation in Canada, in the developed world and I bring to this analysis experiences from Sri Lanka in the developing world. What the evidence from

this comparison demonstrates is that change, in different parts of the world, can be equally challenging and difficult. Reference to other aspects such as the impact of change on students, teachers, parents and administrators will receive elucidation later in chapter seven.

Among the large number of researchers of educational change are: Sarason 1971, 1990; Berman & McLaughlin, 1977; Fullan, 1991, 1993; Louis & Miles, 1990; Rudduck, 1991; Miles & Huberman, 1984 and Stoll & Fink, 1996. The ground shift from an authoritarian and imposed change brought about by me, the principal to a more consensual and participative form occurred at HS. Educational change therefore is a concept those at HS understand much better now than a decade ago.

Along with Hargreaves, 1998 (ibid) many researchers however are convinced that, *“Even with this impressive knowledge base and expertise about the strategic and cultural aspects of educational change that too many change efforts remain disappointing and ineffective.”*

Hargreaves, A. (1998: 281) change scenarios	HS principal's change scenarios (1995 to 2000)
Reason for change is poorly conceptualised, not clearly demonstrated.	Teacher continuing professional development programmes (CPD) at first not readily understood.
The change is too broad and ambitious, so that teachers have to work on too many fronts or it is too specific and limited so that real change occurs at all.	Changes at HS were ambitious but were not too broad.
Change is too fast for people to cope with or too slow so that they become impatient or bored or move on to something else.	Change occurred too fast for a small number of teachers, but not too slow for anybody.
The change is poorly resourced.	Physical fabric improvements (and others) proposed had to wait when funds were short.
The change is built on the backs of teachers who can not bear it for long without support.	There was change – innovation overload as elsewhere but the culture of support was unknown. It was a new concept and funding for support schemes was not available.
There is no long term commitment to the change.	Long term commitment to change as elsewhere was obtained from only a few staff. Some moved on and others who remained were cynical saying 'We work so hard but without reward or praise.'
Key staff who can contribute to change are not committed.	Key staff are unsure of benefits, for example of staff in-house training schemes at first, but they did display commitment, felt empowered and claimed ownership later.
Students are not involved in the change.	The culture of student consultation was not known, and participation in change initiatives was rare. Exception: consultation on Action Plans.
Parents are opposed to change because they are kept at a distance from it.	At parents' meetings collegiality was encouraged by the principal to minimise the ill-feeling between teachers and parents.
Leaders are either too controlling or too intellectual.	The principal encouraged greater participation from staff at monthly staff meetings. A ground-shift occurred here, lessening leader control.
Change is pursued in isolation and gets undermined by other unchanged structures.	Unchanged structures such as releasing teachers during school hours for peer interaction and other forms of training did hinder progress anticipated from staff in-house training schemes.

Table 2.1 Comparison of two change scenarios

Several issues can be raised from the findings displayed in Table 2.1. Among them are aspects such as: poor conceptualisation; lack of commitment; lack of consultation when parents for example are kept at a distance (see chapter seven for examples when I was responsible breaking existing boundaries by inviting more parental involvement in HS affairs); leaders are too controlling and change is considered in isolation. These of course are obstacles and challenges which school leaders constantly address. The next theme provides evidence that school leadership is better understood by placing it on a developmental spectrum.

2.3 A Developmental Spectrum of School Leadership Practices

Incorporating the perspectives of educational change in the foregoing discussion, on a developmental spectrum of school leadership in the context of this thesis, it appears that both Sri Lanka and Britain are clearly featured. This may signal that reform in this domain has become a priority in both countries due to a multiplicity of factors such as 'failing' (Ofsted) and 'ineffective' schools (Reynolds, 1998) in Britain and similar aspects of under-performance in Sri Lanka.

To address this issue while in Sri Lanka in the early 1980s Cummings et al. (1992:12) noted:

Developing a new role for school principals is the cornerstone of the management reforms.

the situation in Britain was summed up in the following manner by Gold et al., 2003:137 'Note':

The National College of School Leadership (NCSL) was set up in 2000 by the government with the explicit aim of transforming leadership in English schools.

These attempts point to the significant position school leadership holds in both Sri Lanka and in Britain. Any such attempts however may result in partial success, I suggest, until those engaged in this pursuit are clear about their objectives. It is therefore necessary to aim at obtaining a more global image of this theme, incorporating perspectives for example both from the East and the West in this ongoing enterprise, to which discussion I now turn.

2.3.1 Gaps in our understanding of School Leadership

While I acknowledge that there are gaps in the understanding of school leadership my own thinking on these matters has been shaped by three factors: firstly they emerge from notions of the need for reform in the domain of school leadership. Secondly they are based on the perspective that 'the success of schools depends on strong leaders', which re-echo the perspective articulated in the DfEE, (1997:46) document:

The quality of the head often makes the difference between the success and failure of a school.

Thirdly, the heritage at HS of principals of high calibre and their practices contribute further to my comprehension of leadership concepts.

The consequent personalized responses on my part, was to attempt to initiate an extraordinary model of leadership at HS during my tenure as principal 1995 to 2000. At an early stage in this discussion therefore, I can state that the model of leadership I espouse resembles Leithwood's (1990 and 1992a) Transformational model.

In attempting this task I am aware that the theme 'leadership and change' is a long standing one, which has been researched for over twenty-five years now and that a commensurate improvement in leadership practice has not occurred.

Day in Harris et al. (2003) contention in this context resonates with my perceptions: 'Although we know that school principals play a crucial role in school-wide efforts to raise standards of teaching and pupil learning and achievement, evidence based knowledge of what makes successful leaders remains elusive', (p. 164). Clearly then, though there is a rich and growing literature on leadership, yet I suggest, there are some gaps in our understanding which inhibit improvement in this domain and for these reasons I intend addressing the emerging issues.

2.3.2 Towards a Better Understanding of School Leadership

One of the gaps in our understanding of school leadership, I believe, appears to be reflected in the gap created between the desired and the real outcomes of school leadership. Bajunid (in Day et al. eds. 2000:186) in this context asserts:

These (gaps) occur when, for instance, the dimensions of spirituality or advocacy are neglected or when the analysis and insights are academic and devoid of actors' interpretations. Or they may occur because the model of leadership is based on a political model or on a corporate or industrial leadership model.

On a note of resonance with Bajunid, Gold, et al. (2000:127) similarly claim there is a gap between the views of school leadership operationalized by the government's inspection regime in Britain and the more values driven views of the National College for School Leadership.

The more technicist and managerial view of school leadership operationalized by the government's inspection regime is thus slightly at odds with the more values driven view promoted by the college. The key question, however, is how school leaders accommodate possible tensions between these two images of leadership, one which is focused on 'efficiency, effectiveness and performance, the other on 'values, learning communities and shared leadership?

When there was evidence of success of SESI strategies at HS, for example of improved examination results or improved classroom behaviour, it was possible to explicitly explain these successes were due to among other strategies a new method of monitoring. Implicitly however, it was due to the unacknowledged impact of values and spiritual capital which then gain recognition and credence.

In this context, Halpin's treatise (2003) of a utopian community (see chapters one and five), is of particular significance and potency to my research. In here, Halpin weaves in the concepts of Marcel and Godfrey, of ultimate hope and aimed hope respectively onto his own construction:

such hope, it will be argued is particularly applicable to the practice of education.'

Specifically the perspective Godfrey extends resonates with my experiences at HS and illuminates some of the hidden meanings of school leadership:

(to focus)... on hope when there is obstacle, when the one who hopes cares a great deal, and when a great deal is at stake.

These facets of resolute hope in the face of hopelessness, despair and cynicism that a new project would bring improvement to an age-long problem, for example, of a lack of staff collaboration and cohesion (a theme empirically grounded in chapter six) recreate motivation and the desire to move forward. In this instance the principal, that is I, encouraged the staff to operationalize two paradigm shifts. The first was, from an

isolationist, individual teacher pedagogy to one that is shared and disseminated within year teams, which then had wider application, labelled conjoint teaching practices.

I suggest this is an example of 'A professional culture of teaching' (Pepper and Thomas, 2002:156):

which promotes among teachers a climate of collaboration in which they work together by providing mutual support, offering constructive feedback, developing common goals and setting realistic limits of what can be achieved.

This type of practice was not common at HS prior to 1995. In chapter six, empirical evidence is recorded about one teacher at HS who faced opposition from colleagues when she tried to promote a professional culture of teaching.

The second paradigm shift, which I requested is the concern of the: '*one who hopes*' for greater collaboration and cohesion among staff at HS. Within three months of commencing work as principal at HS, that is by November 1995, I had disseminated relevant information about the rationale for this line of action, because I '*care a great deal*' for the progress of HS. I also argued that without collaboration and cohesion '*a great deal was at stake*' both for my work and the future of the school. These notions of Godfrey's 'aimed hope' were indeed a demonstration of spiritual capital (unclarified before this). One of the outcomes without spiritual capital, I stress, may be a strolling or struggling (Stoll and Fink 1996:85) school. This would have signalled the antithesis of expectations of the HS school community and I was resolute about avoiding this scenario.

In sum therefore, there is difficulty in understanding the concept of educational leadership. In the foregoing paragraphs a discussion ensues and an attempt made to promote greater understanding of this theme. The main reason which further clarifies the source of these complexities, I suggest, is that several changes in concepts of school leadership have occurred in the last quarter of the 20th century, in response to technological, economic, social, cultural, spiritual and political changes. It is to this sub-theme that I now turn.

2.4 Changes in Educational Leadership in the last quarter of the Twentieth Century

The need for research studies on this theme has arisen for at least two reasons. First, it is an important theme since on it depends the success of schools and education. Second, some schools are ineffective and failing, because a plethora of demands have been and are being made of principals in a short space of time, in the last quarter of the 20th century without allocating time and space for reflection and the improvement that may follow. Researchers therefore claim if leadership performance improved through support from external and internal sources and through leadership training and other strategies, that they can serve as an investment made in the long term for improvement in school leadership aspects in the educational arena.

In section 2.3 above I have stated that on a developmental spectrum of school leadership both Sri Lanka and Britain are clearly featured. Since my research enterprise is based on a micro study of a school located in Sri Lanka, I must elaborate, albeit briefly, on the contextual factors that are relevant to my thesis. Simultaneously, I intend arguing what I and the research community acknowledge (that is from literature in journals and texts) that school leadership can have limited application. Dimmock (2000:264) commenting on this issue declares:

Although studies of educational leadership have proliferated over the last decade, they have mostly focused on western school settings.... Few studies have been completed of comparative leadership from a cross cultural perspective.

My thesis in this context, I believe, can be ascribed a unique position, for the model of school leadership, which I initiated at HS, is innovative and creative, an amalgam of south-Asian, Sri Lankan and western, Anglo-American leadership practices. This was possible for me because I had served in the education service of both countries, Sri Lanka and Britain before I commenced work as principal of HS. Of course this is not the case with many principals who have encountered difficulties when trying to operate in unfamiliar situations, particularly those ignorant of the cultural backdrop of south-Asian developing countries.

Dimmock extends his argument further in this context emphasising emerging difficulties by stating:

some dilemmas are heightened by elements of a culture clash. That is, they are caused or accentuated by the attempt to import western beliefs and values about education into traditional cultural settings (1998). When these values clash, he insists, new dilemmas result or existing ones worsen.

I suggest that Dimmock's theory deals with one or the other situation, that is, an eastern or western model of educational leadership. My argument focuses on the fact that the higher quality model is one that conjoins elements both of the east and the west synergistically, which can then underpin educational leadership models the world over.

The perspectives of Bacchus (1988:3) resonate in this context with mine:

.....sometimes the traditional expatriate advisers from the metropolitan centres are now joined by those who are sometimes referred to as "expatriots", i.e. individuals like myself, who were originally from the Third World who now work for institutions in the More Developed Countries.

My experiences as an educator transcends Bacchus' model. While he refers to a dual movement of educators, from a Less Developed Country to a More Developed Country, mine extends to a tripartite movement: from a Less Developed Country to a More Developed Country and back again to the original country. The argument here is: Are people who also possess similar experiences better equipped to serve in Less Developed Countries with the intention of improving such schools, in my case, HS in Sri Lanka? (Also refer section 2.7.3 below).

The need for reform in leadership practices I have stated earlier for these and other reasons, in both Sri Lanka and Britain. I now want to engage in a brief exploration of reform initiatives in school leadership in Sri Lanka to attempt to locate my thesis at the relevant point in the spectrum of leadership theory development.



2.5 Two Studies of Sri Lanka Educational Reforms on School Leadership

2.5.1 The First Study

In their 1992 research study Cummings et al. outline the rationale for reforms in school leadership in Sri Lanka. They first note the deficiencies in the existing system, prior to 1992. They have accorded this initiative the title 'Developing a new role for school principals' and they pin-point some of its salient features:

No longer should the principal be 'content to do routine administrative work such as "attending to the admission of children" or "providing pay to the teachers at the end of the month".

Secondly, they suggest other proposals that are most likely to replace them:

Rather the new principal should become a "first –line manager" who will "design an effective technology for the education process, organize a structure which functionally facilitates these tasks, and co-align these efforts to the challenges and needs of its environment", (Report on Management Reforms-RMR,1982).

To realize these functions, principals were urged to develop a more participatory management style and to delegate certain responsibilities.

The persuasive endeavours on the part of the Ministry of Education in Sri Lanka however, for principals to engage in delegation of duties, signals a resonant aspect with elements of the contemporaneous Anglo-American Leadership systems. The Leithwood studies of school leadership (1990, 1992a) which incorporate concepts of the transformational leadership model and distributive leadership, it is likely, may have influenced policy makers of the Sri Lanka government.

In this context, in the conclusion of Section V: Principals, in the Cummings et al. study (p.28) it is stated that the Report on Management Reforms proposals did not yield efficacious responses from Sri Lanka school principals:

.....however, the reforms seem to have backfired in terms of encouraging greater school autonomy. Indeed, schools that have transformed their internal

style and practice are most likely to turn routine school level decisions back to the bureaucracy for review and approval.

This analysis demonstrates, leadership styles espoused by school principals can confront new problematic situations, which then persuade school leaders to abandon forms of distributive leadership (and other allied practices) that they had adopted only for very brief spells. It is clear from these experiences that longer term strategies proposed for the productive management of schools can be complex and there can be gaps in our understanding of them, so that new proposals may need to be constructed on an ongoing basis, considering the short lived nature of these reforms.

With the express purpose of greater comprehension, it is to a second study in Sri Lanka that I now turn, which the Director of Research in Sri Lanka asserts:

fills a void and serves a long felt need in the field of Education.

2.5.2 The Second Study

This research study conducted ten years after (in 2002) the Cummings et al. study (1992) underlines the continuing need to address issues pertaining to school leadership. Among other research enterprises, this study was financed by the Teacher Education and Teacher Deployment Project of the Ministry of Human Resource Development, Education and Cultural Affairs and undertaken by the National Education Research and Evaluation Centre (NEREC) of the Faculty of Education, University of Colombo, Sri Lanka., sponsored by the World Bank. In the Director's message (p. iii) he pin-points the aims of this research endeavour:

This research has studied a very important and pertinent problem in the area of Education in Sri Lanka. The Training of School Principals is a very important aspect in Education as the efficiency of running a school solely depends on the quality of training the principal receives.

Under the sub-heading 'Changes in Educational Leadership in the last quarter of the 20th century' I have claimed (section 2.5 above) that:

'School Leadership is an important theme since on it depends the success of schools and education.' The Director's message reiterates my contention, 'The Training of

School Principals is a very important aspect as the efficiency of running a school solely depends on the quality of training the principal receives', which lends it credence and validity.

This study constructed on the theme 'Effects and Effectiveness of Training Provided for School Principals', addresses issues of evaluation. It highlights possibilities for improving training programmes for school principals. In England similarly, high status is accorded to the leadership role of the headteacher or school principal. The *raison d'être* for this is that it is identified as a correlate of effectiveness and a catalyst for school improvement, Sammons et al. (2004:134).

Among the accompanying responses, the establishment of the National College of School Leadership at Nottingham, England in 2000 demonstrates the critical stage that school leadership has reached in recent (mid 1990s) times the world over. Improvement for schools and all those who work in them can, I suggest, lead to higher standards within schools, simultaneously promoting economic prosperity and social cohesion in the respective countries.

I must clarify however, at this point, that this Sri Lanka research study (2002) does not impact on my constructs of school leadership and its practice at HS between 1995 to 2000. I assert however, that it can assist me in my attempts to further illuminate this domain for the purposes of this thesis and now turn to explore them in turn.

2.6 Interconnecting New Concepts of School Leadership with the Research Hypothesis

The research hypothesis reads: Continuing Professional Development for Teachers has more impact if led by the Principal within the framework of School Effectiveness and School Improvement.

The immediate issue which emerges from the second segment of the hypothesis 'has more impact if led by the principal' is one that is attracting much attention in contemporaneous school leadership literature. The question 'who should lead' has at

least two direct responses: it is the principal or another named person within the school, for example, a deputy principal or a senior teacher.

This brings into focus notions from the school leadership research community and some propose change to its existing hierarchical structure. The research community claim that a flatter structure can serve today's needs better. The model/s they propose are based on concepts of distributive and shared leadership.

Explicit in the research hypothesis however, is the less in vogue model which is of the dominant leader, the principal. Explanation of this line of action is stated below. It was a case that in its initiation had to be handled by a person proficient in that work. In the first instance therefore, the tensions that exist between these viewpoints need to be phased out and/or their impact minimised in order that I may promulgate a leadership model that serves our needs best today.

Re-echoing these perspectives Waite's (2002:161) contention resonates with mine:

.....the odds are against the school principal creating school improvement alone. Alone the principal can make little difference (p.164).

Even if a school still had a traditional hierarchical leadership structure, Johansson (2001) claims that some form of distributive leadership can operate, suggesting that this model of leadership has been operating for sometime now. This clarifies the notion that it takes more than just the principal's efforts to successfully complete tasks in hand at school level.

In traditional hierarchical structures such as schools, the leader at each level depends for his/her success on those immediately below, (cited in Waite, p.164).

Another perspective that undergirds notions of distributive leadership Waite articulates for the research community is, that by employing measures to enhance the skills of teachers, they are enabled to participate more actively in delegated duties:

Principals who lead schools of excellence usually find ways to empower their faculty.

These perspectives are expressed with clarity by Waite and they closely match my practice at HS. As noted however, with reference to the CPD for teachers programme (earlier in this chapter) I had to initiate this enterprise at HS in February 1996 because they were not known at HS prior to 1996 (see chapter six for teacher responses). In this sense it was a project that was led by the principal. The intentionality of this action, I reiterate, was not hierarchical. The seminars that followed after the first two however had the hallmarks of distributive leadership demonstrating exactly that. Later, many more teachers undertook planning and leading them, gaining confidence in the process and also, significantly contributing to institutional progress and SESI.

From the attempts at interconnecting new concepts of school leadership to the research hypothesis I now turn to leadership models that influenced my practice as principal at HS.

2.7 School Leadership Models that Influenced my Practice at HS

Among the school leadership models on which I based my constructs Leithwood's (1990, 1992a) Transformational Leadership model featured prominently (see earlier in this chapter). In order that it may assist me in this discussion I have reproduced it below, with its predecessor the Transactional model alongside it.

Transformational model of Leadership	Transactional model of Leadership
1.Builds on the need for meaning	Builds on the need to get the job done and make a living
2.Preoccupied with purposes, values, morals and ethics	Preoccupied with power and position, politics and perks
3.Transcends daily affairs	Swamped in daily affairs
4.Oriented towards long term goals without compromising human values and principles	Oriented to short term goals and hard data
5.Separates causes and symptoms and works at prevention	Confuses causes and symptoms and is concerned with treatment
6.Focuses more on missions and strategies for achieving them	Focuses on tactical issues
7.Makes full use of available human resources	Relies on human relations to oil human interactions
8.Designs and redesigns jobs to make them meaningful and challenging; realises human potential	Follows and fulfils role expectations by striving to work effectively within current systems
9.Aligns internal structures and systems to reinforce overarching values and goals	Supports structures and systems that reinforce the bottom line, maximise efficiency and guarantee short term gains

Table 2.2 Transformational and Transactional Models of Leadership

Source: Collarbone and Billingham (1998:3)

2.7.1 Transformational Model of School Leadership

The Transformational model includes several enabling concepts, as noted in the above table. As the tasks of the principal grew to almost unmanageable proportions in Britain, in Sri Lanka and other countries in 1990s, it made sense that leaders requested assistance. Earlier they depended upon advice and other forms of support from colleagues at the Local Education Authority in Britain and the Ministry of Education in Sri Lanka. The new trend however turned out to be that of support in-house, from those closest to the principal in the work environment. At HS however, there was no

previous practice of the principal seeking collaboration from 'those below him' (Waite,ibid). Nonetheless, I was successful in eliciting support from not just the vice principal but from others. This promoted collegiality, increased team productivity, respect, trust and contributed effectively to SESI.

To construct my own leadership model at HS I employed all the components of the Transformational model as stated in the chart above. There are a plethora of writers who accredit the Transformational model of leadership and in this sense I feel my work at HS received underpinning in depth. In this connection, Leithwood et al. (1999:38) for example, show that the direct effect of leaders on 'student outcomes are modest but important' and this is related to levels of satisfaction with the leader. Gunter (2001:72) commenting on this notion claims, 'this model has been globalised across western-style democracies (for example, Caldwell and Spinks, 1988; 1992; 1998), in which the role of the principal and teacher is being changed in ways that can be described as transformational leadership (Goldring, 1992; Hallinger, 1992).

The significant aspects which accompany this leadership model such as the restructuring context that is vital to the change process I employed at HS I acknowledge, is another determining factor which assisted me in the selection of this model. Reifying its validity it was given official approval within government policy and the current training agenda. The views of the Prime Minister and the Minister of Education (DfEE, 1999:2) which state, 'Leadership and vision are crucial to raising standards and aspirations across the nations' schools', accords it further validity.

Noting the positive aspects of the transformational model of school leadership I now seek further support for my endeavour with reference to three fundamental goals of this model as articulated by Pepper and Thomas (2002) which resemble those I practised at HS.

Transformational school leaders are characterised as having three fundamental goals: (1) helping staff develop and maintain a collaborative, professional school culture; (2) promoting teacher development; and (3) helping the school community solve problems together more effectively (Leithwood, 1992a).

My response to these goals is as follows: I have analysed collaboration and cohesion of teachers in detail in chapter six which I believe have yielded encouraging outcomes, directly a response from teachers to my invitation to work more collaboratively; I have promoted teacher development through proactively engaging in the HS CPD for teachers programme. I also worked collaboratively with the Parent Teacher Association and the Alumni Associations of HS, integral components of the school community, assisting them with problem solving that concerned the whole school. I could employ these strategies at HS, I suggest, because I was equipped with the knowledge and experience of the transformational model of leadership. Pepper and Thomas (ibid) in this context assert:

The collaborative relationship and success that comes from transformational leadership empowers those who participate in it. There is hope, optimism and energy in a kind of leadership that facilitates the process of change, the refocusing of the school toward higher collaborative goals.....

It is clear that these aspects demonstrate a conjoint epistemology, while in the earlier paradigm the focus was more on the principal acting alone. Additionally these innovative aspects promoted SESI which was required at HS.

The main objective of this enterprise was the improvement of HS enabling it to make further progress in the years ahead. Before I proceed to expand the virtues of the transformational model of school leadership further in section 2.9 below aiming at balanced argument I now engage in a brief critique of this model.

2.7.2 Critiques of the Transformational Model of School Leadership

Whilst high levels of accreditation are apportioned to this leadership model by authors such as Leithwood and others it must be acknowledged that it is not totally without criticism. Furthermore, the hunt for positive leadership effects, Gronn (1996:11) declares: 'actually disguise the negative ones Gunter (ibid) comments that 'critical evaluations of this model focus on power issues..... and argue that what is being presented as a new and innovative approach to school leadership clearly serves the old established purposes of centralised control and authority'. She claims that

internationally the work of several researchers: Bates (1989; 1993), Blackmore (1989; 1996; 1999) and Smyth (1989a; 1993; 1996: with Shacklock, 1998) has been crucial to a synthesis of this research presenting a critical position as regards school leadership.

From collaborative teacher development, the school community's problem solving endeavours of the transformational leadership model and a brief critique of it, I now engage in exploring the theme: further development of the transformational model of school leadership.

2.7.3 Development of the Transformational Model of School Leadership

A decade of hectic, bustling and eventful activity that is between 1990 and 2000, of the enterprises of visionary and passionate researchers and practitioners have bestowed on the school leadership domain a plethora of pragmatic work schemes. This I believe is in response to the new realities emerging from a rapidly advancing and changing world and more crucially, in the context of this thesis has energised the domains of school effectiveness and school improvement.

Amongst a host of innovative strategies in this field is a new theoretical position on leadership labelled 'post-transformational', (Day et al. 2000). The two most important aspects of this form of leadership are: first, 'effective leaders are constantly and consistently managing several competing tensions and dilemmas'; second, 'effective leaders are above all, people-centred'. These are the findings of Day et al. in 2000 recorded in their recent study into effective headship in the UK.

In post as principal of HS in Sri Lanka between 1995 and 2000 I had no access to this research. And yet these findings resonate closely with my practice at the case-study school. I pin-point in the chart below some of the competing tensions I encountered and how I addressed them with the express purpose of achieving SESI at HS. This demonstrates the fact that it is possible to employ similar strategies in two different parts of the world and SESI appears to be their point of interlink. Another interlinking factor I suggest is my knowledge and experience in SESI initially acquired in Britain and later practised in Sri Lanka.

Theme of competing tension	Change from	Change to
Pedagogical	Whole-class: With teacher as sole instructor	Group work: pupils learn from teacher and each other
Evaluation practice	Mechanical, technicist award of marks	Criteria based evaluation
Teacher collaboration	Individual, isolationist teacher behaviour	Planning and evaluation of curriculum performed in year teams
Teacher-Training: changes involving change in school culture	Continuing Professional Development unknown at HS except externally conducted curriculum update sessions	Whole school and in-house teacher training, one seminar per term on Saturday mornings
Lack of school community collaboration	Very little interaction between parents, teachers, governors, alumni	Increased interaction between all constituencies of the school community
Transforming teacher behaviour	Top-down decision- making	Shared decision-making which involved greater participation of teachers

Table 2.3 Competing Tensions addressed by the HS Principal

The second aspect, effective leaders are, above all, people-centred featured in my practice significantly at HS. Face to face individualised encounters with staff I suggest, among other practices is the critical factor contributing to people-centredness. I recognised that this approach was valuable and appreciated by teachers at an early stage. It was also important to meet staff regularly and when appropriate to

validate whatever they achieved, whether it be in the classroom, in the playground or on the playing field.

At monthly staff meetings I recognised that more teachers can contribute to discussions. To demonstrate that this is crucial and that I consider all members' perspectives valuable I made space for the less confident and less articulate persons to participate in the proceedings. Patterson et al. (1997: vii-viii) views in this connection neatly underpin my practice:

Managers know that people make the critical difference between success and failure. The effectiveness with which organisations manage, develop, motivate, involve and engage the willing contribution of the people who work in them is a key determinant of how those organisations perform.... employee commitment and positive 'psychological contact' between employer and employee are fundamental to improving performance.

My practice at HS underscores the perspective that post-transformational leadership starts not from the basis of power and control but from 'the ability to act with others and to enable others to act', (Blackmore, 1989; Shakeshaft, 1996). With the intention of extending the existing parameters of educational leadership I searched the relevant literature to find Begley and Johansson (2003) research on Axiological perspectives of educational administration and school leadership. I will therefore now engage in a discussion on this theme.

2.8 Axiological Perspectives of Educational Administration

Axiology is defined by the Collins English Dictionary as: *the theory of values, moral or aesthetic*. It is derived from the Greek 'axios' which means 'worthy'. An axiological perspective (Begley and Johansson 2003:4) is

found where traditional parameters of managerial and procedural responses to administrative situations are augmented with more creative approaches to leadership - a working of the edges of common administrative practice, perhaps even extending to artistry.

In the context of HS I feel that my practice which pre-dates research on axiological perspectives can promote understanding and enhance existing leadership practice.

There are seemingly two suppositions here: first, that traditional parameters in educational administration have been in vogue for sometime now without perhaps living up to their expectations, some of them of course had been unsuccessful. Second, there is no suggestion that we need to activate altogether new sets of criteria in leadership practice in the present age. The proposal is a move towards augmentation, where older more traditional practices are re-invented and imbued with new energy. This new energy, it is implied, is to be applied to the working of the edges of common educational administrative practice, even extending to artistry, flamboyance and creativity.

This can presumably promote a scenario where Begley and Johansson (ibid) claim:

The traditional notion of administrative knowledge based on the experience of many instances is superseded by a superior class of knowledge based on the form, essence or idea, underlying each instance.

The notion of superseding, the activation of a metamorphosis, over and above what exists presently, is worthy of further research.

The key concept here then is augmentation rather than innovation. There is a tendency that there are some innovations which are abandoned as failures without either giving them time to turn productive or without stringent evaluation procedures that have tested their relevance, applicability and validity. In the axiological process after augmentation and improvement there can be awarded justifiable credence for a strategy which earlier had fallen short of the original intended target.

At HS I incorporated the eighth component in the transformational model (see section 2.7 above) which states: *'Designs and redesigns jobs to make them meaningful and challenging: realising human potential'*.

2.8.1 Demonstration of the Axiological Model in Operation

The case in this instance was delegation of decision-making to a pastoral head. At first this person was affronted by my proposal. His response was, *'In here (that is at HS) we do as we are told, we do not make decisions (see also chapter six)*. Despite this he accepted my proposal and for awhile tested out decision-making at middle

management level. There were ten teachers in his team and he gave them instructions to submit their record books every week as was the practice at HS earlier. Prior to this the principal performed this practice; now it was distributed to and shared by the pastoral head.

After a six week pilot study this pastoral head informed me that he was not obtaining the anticipated responses from his team. He sought my advice and one of his observations was: *'Its not working, I am unable to operate this new practice, please relieve me from it'*. At the next attempt there was augmentation to the original practice. It was not a coercive and authoritarian approach he utilized, the strategy now was more informal. The augmentation to the old practice came in the form of a collegial wrapping around it and it was successful.

For me it involved the re-designing of a pastoral heads' job to make it more meaningful and challenging. It was coincidental that in this case this particular middle manager had been in post for over twenty years. The formal duties he had to perform had turned out to be routine and technician; it had meant frustration and boredom which he did not admit but continued in post as his predecessors had done, without question, perpetuating an unproductive system. The axiological perspective, in this instance was enabling a conversion to meaningful and challenging enterprises. I acknowledged then that he was under-performing. I argued that in a school which was aspiring to reach very high standards of SESI there was no space for under-performing individuals.

The resultant interconnectedness between existing leadership practices and their sophistications that Begley and Johansson propose, can assist me to extend and enlarge existing strategies. In another sense it is addressing the interminable task of learning how to teach, inspire and convert opposing forces into allies. The opposing force, in this case was the practice of hierarchical decision-making. It was transformed by enabling a reluctant pastoral head to take charge of the system of middle management decision-making.

From the axiological process in which the key concept is augmentation I now move on to clarify the concept of capacity building (see also chapter five) for the school.

The hypothesis of sharing leadership, the model I introduced at HS appears to be well received in practitioner, researcher and other arenas and I therefore move to explore the theme of Substitutes for Leadership.

2.9 Substitutes for Leadership

Substitutes for leadership implies several persons substituting for or replacing the principal who is the sole authority or leader in a pyramidal structure of leadership. In the web model of leadership Murphy (1994) and others proposed, the weight of responsibility and work involved was delegated and shared. This change was based on the notion that more could be achieved in schools with the corporate and unified actions of more than one person. The basic assumption in the changed model was, that leadership needs to be demonstrated at all levels in an organisation and not just at the top of the organisational apex of school leadership.

The current (that is the late 1990s) focus on school leadership appears to stem from the need to cope with discontinuous and accelerating change. A selection of aims from the London Leadership Centre brochure (1997) points to an evolving stage which attempts to provide support for heads of the early 21st century in their work during a turbulent period of change.

- a. Creating networks of leaders in schools and other walks of life to identify and share good practice.
- b. Creating partnerships between researchers and practitioners.
- c. Enabling the school leaders to develop strategies that will help them manage their institutions in a changing environment.
- d. Linking school leaders with colleagues in other countries.

In the school improvement context, these underscore the second segment of the hypothesis of this thesis which deals with the role of school leadership. I must however offer clarification of practice that was in vogue at HS between 1995 and 2000. The four elements of the London Leadership Centre's evolving stage did not operate at HS. It is not clear from the London Leadership Centre recommendations

whether the principal operated them on his own volition or whether Local Education Authority in Britain or Colombo District Education Authority in Sri Lanka or Ministry of Education support was available to him.

The manner in which the four elements are articulated, as for example in (c) it says: 'Enabling the school leaders to develop strategies.....', seem to signify that these proposals are a 'top-down' variety of initiatives which then, I claim, cannot promote distributed leadership in which these are school (internal) decisions and not assisted or inspired from external sources. The approach I have tried to promote at HS in this context is of the former variety, with the principal and the school teaching staff consensually attempting to initiate such strategies at the school concerned.

Additionally in 'd' above is recorded a valuable strategy which resonates with Dimmock's suggestion stated earlier, section 2.4 which I support, that studies of educational leadership have proliferated in the 1990s and yet they have focused only on western school settings. Linking school leaders both from the east and the west, for example from Sri Lanka and from Britain, as the London Leadership Centre Brochure advises, may help in this endeavour.

My own practice at HS, I believe, has paved the way for more east/west collaboration. My educational leadership experience was both from Sri Lanka and Britain (see section 2.3.1 above). As such my comprehension of the anticipated practice, I declare, superseded the practice of persons with experience only in one context. East/West collaboration, I declare, can promote interaction and consultation assisting principals from the contexts of developing and developed countries, and may enable, indeed, the construction of a new style of leadership which principals all over the world may welcome. This indeed is an under-researched theme, which my thesis can assist in initiating.

One of the reasons why substitute leadership is sought then, is the fact that principals (in the 1990s) for example, have moved on from instructional, curricular and other supervisory tasks to acting as the school's resident inspector; to prepare school league tables based upon test and examination results in Britain; value-added analyses of pupil achievement data and management information systems. This means that earlier

traditional tasks have now to be performed by other staff. The manner in which this may happen is explored in the ensuing sub-theme Teacher and Student Leadership.

2.10 Teacher Leadership

The currently available literature on the leadership effects of principals and teachers, although substantial, is apparently disparate and there is almost no evidence concerning their relative effects.

Leithwood & Jantzi (1998 : Table 1) pin point seven role-related sources of leadership in shared and distributed forms of school leadership. They are: principal, vice-principal, departmental heads, individual teachers, teacher committees, students and parents. They however go on to state that they have focused on how principal and teacher leadership influences could interact in schools, how they might work synergistically to add value to the school or consider what would be the most cost effective distribution of scarce leadership development resources.

Teacher leadership defined may either be formal or informal in nature: Lead teacher, master teacher, departmental head, union representative, member of the school's governance council and mentor are among the many designations associated with formal teacher leadership roles.

Teachers assuming these roles are expected to carry out a wide range of functions: Representing the school in district-level decision-making, Fullan (1993) ; stimulating the professional growth of colleagues, Wasley (1991); being an advocate for teachers' work, Bascia (1996); improving the school's decision- making processes, Malen, Ogawa & Krantz (1990). Those appointed to formal leadership roles also are sometimes expected to induct new teachers into the school, and to positively influence

the willingness and the capacity of the other teachers to implement change in the school, Fullan and Hargreaves (1991); Whittaker (1995).

Of the two teacher types of leadership described above what was in vogue at HS was mainly of the informal variety, the main criterion for separation into formal and informal being additional allowances paid to staff who were responsible for and performed these tasks. The only allowance however, most teachers were paid, was for long service. In addition there were also three senior teacher allowances and seven section heads (that is, pastoral heads) allowances.

The posts I identified which could appear to be some form of distributed leadership, for example, a person in charge of counselling or a person in charge of school drama/music productions or yet another person in charge of computing the annual 'O' Level and 'A' Level examination results were not paid a special allowance. These posts created by me were therefore performed voluntarily, that is without remuneration. This delegation of work and thus the more positive and inspiring effects of teacher leadership, I claim, were: increased participation of teachers in school decision-making resulting in a more democratic school; Duke, Showers and Imber (1980); increased professional learning for the teacher leader; Walsey (1991); Lieberman, Saxl and Miles (1998).

These initiatives, implemented systematically, first, enabled me to draw upon the varied strengths of the teachers and senior and middle management. This augurs well for enormously more productive schools in future years. Secondly, Sammons et al. (1997) in their research (obtained from heads and deputies) underpins my thesis because my practice was similar to this in the importance of the SMT, including the heads' role and leadership, in fostering school effectiveness (p.76).

They further comment:

important features include shared goals, commitment, loyalty and hard work, which enable staff to work together as a team and to each other's strengths.

They then go on to stress Heads of Departments' opinions:

(they) also support the conclusion that effective and fairly stable SMT is closely connected with greater school effectiveness.

Noting the concepts of author Kerr (1978), of an evolving theory of distributed school leadership, I further perceive that institutional theory argues for leadership as an organization-wide phenomenon; Ogawa and Bossert (1995); Pounder, Ogawa and Adams (1995).

This, I believe, enlarges even further the notions of leadership, viewed as an organization-wide phenomenon, students and parents as other obvious sources could be added to principals and teachers. A largely unexplored expectation that arises from viewing leadership as an organization-wide phenomena is that the total amount of leadership from all sources in the school may account for significant variation in school effects, Bryman (1996: 284). It is on this platform that I now engage in exploring this sub-theme, Student Leadership.

2.11 Student Leadership

Pondering on the notion 'How I can enlist the support of students as leaders at HS' I recalled my own experiences as a student leader at HS when I was at the school in another age. These practices, however, still endure at HS. I realised therefore that I need not install an entirely new system here.

The two concerns of significance that emerged were: To aim, firstly, at making the existing prefect system more effective in its operation and secondly, to seek other forms of student leadership which will support the prefect system and further reduce the weight of leadership from the principal and other adults emphasising as the school community worked together the Stoll and Fink (1996: 92) adage 'if you don't do something as a group, then chances are you may be all going off in different directions and you don't have a common goal'.

In this context the perspectives of Leithwood and Jantzi (1999) are relevant to this study. They claim: student engagement with school, conceptualised after the work of

Jeremy Finn (1989), has both behavioural and affective components. The extent to which the students participated in school activities, both inside and outside the classroom, is purportedly the behavioural component. The affective component on the other hand is the extent to which students identify with school and feel they belong, an internal state, found to mediate a wide range of achievement and behavioural outcomes among students.

Students at HS were influenced both by the behavioural and affective components, but on closer scrutiny, by the affective more than the behavioural. Over the long history of HS I have noted that over 85% of the school population participated in school activities both inside and outside the classroom. This represented the culture of the school. Teachers would persuade and on occasion insist students participated in curricular and co-curricular activities. This demonstrated the holistic nature of schooling at HS.

The affective component, on the other hand is the extent to which students feel they belong, a state of mind which involves emotions (see chapter four for an illustration). When the selection process is in progress annually to select a team of twenty five prefects, in their interviews, the aspiring candidates respond appropriately, declaring their deep passion for their 'alma mater' (school, the fostering mother). The newly selected prefects are then trained by their seniors and the teacher in charge of prefects.

In a school of this age (130 years in 2004) student leaders contribute in significant ways in making HS more effective and simultaneously share tasks, for example, of sustaining high standards of discipline, corporately safeguarding the reputation of HS. This I argue is distributed leadership in action on a higher level, as compared with other schools in Sri Lanka, and also demonstrates the potency of school culture cogently.

In such a school culture as that of HS, there can be little evidence, I argue, of the 'processes of gradual disengagement and reduced participation in the formal curriculum of the school, as well as in the school's co-curriculum and the more informal life', Leithwood and Jantzi (1998). Whether this is due to HS being located

in a south Asian developing country or whether it is HS' Christian foundation or due to both of these aspects and others, only more research can assist us to comprehend.

From a discourse on teacher and student leadership and other exploration, I assert that I now possess a more comprehensive view of educational leadership, which indeed can lead to the construction of a model that is much more visionary, more inclusive and more effective.

2.12 Conclusion

As further developments take place in the arena of educational leadership in the early years of the 21st century, they need to stretch out to include notions of participation, ownership, empowerment, risk-taking, trust, respect, optimism, tolerance, pluralism and inclusivity. These and other concepts, it seems likely, can assist practitioners and researchers alike in the quest of creating exciting places of learning where school effectiveness measures can promote further school improvement.

At HS there are several instances of school improvement, which are due to the principal leading initiatives such as teacher CPD, initially. My argument is that I had very few options besides this one when I commenced work as principal at HS, and the HS community over a very long period had been accustomed to the principal's leadership in almost all educational matters. The enabling activity of the operation of a transformational educational leadership model therefore logically followed, as the next step for change that occurred. I shall revisit this theme in chapter five, for further clarification and elucidation.

CHAPTER THREE: REVIEW OF LITERATURE: CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

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Chapter Three: Review of Literature: Continuing Professional Development of Teachers

3. Introduction

The research hypothesis on which this thesis is based reads: Continuing Professional Development (CPD) for Teachers the Vital Change Agent has more impact if Led by the Principal within a School Effectiveness and School Improvement (SESI) Framework.

The structure of this segment of the literature review on CPD of teachers I have crafted in order that I may elicit empirical evidence clarifying its perceived benefits and hindrances. Of the three semi-structured interview schedules (IS) constructed for HS teachers one entirely deals with CPD for teachers signalling its significance. The responses of teachers to this Interview Schedule (IS) in chapter six amply demonstrate this feature.

In chapter four, under Methodology I raise the issues of why CPD for teachers and not any other change agent and who leads it, whether it should be the principal or any other person. To expand upon these notions I have constructed a list of essential elements relevant to this thesis. In doing this I acknowledge that in this arena CPD for teachers there is a plethora of literature available to me worldwide.

Before the specificity of CPD for teachers programme at HS is explored however and also before I engage in a review of teacher training programmes in Sri Lanka, I now turn to the bedrock of this research enterprise, perspectives of school effectiveness and school improvement (SESI) to effectively locate my thesis.

3.1 Perspectives of School Effectiveness and School Improvement (SESI) A scrutiny of the research field as a whole

3 1.1 School Effectiveness Perspectives

First, school effectiveness (SE) as a research paradigm has been explored by many researchers over the years. Creemers' 1994 description pinpoints its age:

School effectiveness is an academic field which has developed rapidly over the preceding thirty years.

Second, the two critical facets of the SE paradigm on which it is premised are the measurement of outcomes and quantifying differences between schools. Third, the concept of SE is closely related to a means-end relationship. The central aim in SE research is to therefore judge whether differences in resources, processes and organizational arrangements affect pupil outcomes and if so, in what way? In this connection Harris (2001) declares:

In broader terms, the effectiveness research tradition is concerned with the extent to which schools differ from one another. Most recently the field has encompassed a broader range of outcomes and has made greater use of value-added measurement (Thomas and Mortimore, 1996; Sammons, 1999).

The research evidence, it is apparent, from a broad range of scholars signifies that the SE field has evolved over a period of thirty years or more. Stoll and Fink (1996:26) yet claim that as a paradigm SE is difficult to define. They raise issues such as:

To arrive at a definition of a school as effective, people are forced to choose between competing values.

They cogently pin-point the argument that the perceptions of educators as to what are the important outcomes of schooling may not coincide with views of pupils, parents, governors, the local community, the government or the media, (p.27). Although then, the emerging complexity of SESI perspectives is well known in the SESI community, the desire to further investigate and explore SESI knowledge has led to an even greater complexity. I now turn to some well known SESI researchers to illuminate this arena and assist in unravelling some of the current ramifications of SESI issues.

Firestone (1991) who reviewed the early SE studies in the USA stated his belief concerning such studies that '*all children could learn to succeed in school*'. Edmond's (1979) work in particular embodied the core principles of equity and social justice reflected in many early research projects

Rutter's et al. (1979:7) research in the UK was successful because it established the premise that:

'school can do much to foster good behaviour and attainment, and that even in a disadvantaged area, schools can be a force for good'.

Among others who supported Rutter et al. work were Mortimore et al. (1988, School Matters), Smith and Tomlinson (1989, The School Effect).

Yet other scholars who discovered significant differences among schools in their effects on pupil achievements were Wilms, 1992 and Sammons, 1997. Jesson and Gray, 1991 were responsible in pinpointing how schools perform differently across subject areas. Further research stimulated by the above studies on the underlying causes of the extent of variation in performance among schools is located in Mortimore (1998) and Sammons (1999) studies. Also Teddlie and Reynolds (2000), in their volume provide a thorough review of the history of this subject.

In the context of Inner London in the 1980s Nuttall et al. (1989 and 1990) noted the following perspectives:

- (i) *large differences for different types of pupils in relative effectiveness of schools in London,*
- (ii) *that some schools were more effective in raising the achievement of students with high attainment at entry,*
- (iii) *that some schools were more effective in raising achievement of one or more ethnic minority groups in comparison with other schools.*

There are a host of other SE features that are researched and theory formulated in the 1990s by a large number of scholars and they receive attention as applicable to this research study in succeeding chapters.

Some SE researchers however refer to methodological limitations within school effectiveness research and its various 'deficiencies' have been acknowledged (Teddlie and Reynolds, 2000). Among several other shortcomings of school effectiveness research the following aspects are worthy of comment since they promote better understanding, although they do not presently impinge on this thesis. They are: the

wisdom of the use of School Performance League Tables of schools' public examination results to measure school effectiveness: the uncertainty surrounding measures of school effects and the need to use value-added approaches; penalising of schools in disadvantaged areas serving the most challenging intakes through the use of raw league tables.

A major contribution nonetheless has been made by SE studies to the educational research community and as Reynolds et al. (2000) assert:

The field has emerged from virtual obscurity to a new central position in the educational discourse that is taking place within many countries.

From the assistance the body of knowledge in SE research contributes to this research study, I now turn to literature on SI for further clarification of issues.

3.1.2 School Improvement Perspectives

Gathering direction and focus from SESI literature, I set in motion at HS strategies that concern the culture of the school and the process of school level change. Several researchers cogently underpin the aims I have crafted for this thesis such as school culture.

The school improvement (SI) paradigm, first, in contrast to the SE field has concentrated its efforts upon the *cultural dimensions of schooling* (Hopkins et al 1996). Fullan (1992) in this connection focuses attention upon the *process of school level change* and the improvement strategies necessary to achieve such change.

Secondly, in an effort to further explain the intrinsic nature of each paradigm I can state that SI has been one of development with an emphasis upon process measures rather than achievement outcomes which the SE paradigm emphasizes. The central aim of SI research:

....have been concerned with understanding how schools change and become more effective.

Three crucial aspects of SI directly applicable to this research study which I have mobilised are as follows:

(1) Within SI research the school is regarded as the centre of change and teachers are an inherent part of the change process (this refers to the research hypothesis of this study).

Hopkins (1996) has two explanations of SI: first SI has a:

common sense meaning which relates to general efforts to make schools better places for pupils and students to learn (p.32).

The second, is a more technical or specific definition that:

'SI is a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for managing change'.

Reiterating Hopkins' (ibid) findings Fullan (1991) declares:

The SI field has contributed to a better understanding of how change is initiated, implemented and institutionalised in schools.

Basing this thesis on the dual levers given a high profile in SI literature, the ensuing discussion underscores two of its prominent themes – teacher development and the role of leadership in SI.

(2) Some SI researchers have on the one hand consistently claimed that teacher development is inextricably linked to school development and that it is an essential part of SI (Hopkins et al 1994). On the other hand, they comment that if teacher development programmes do not lead towards overall school improvement then it 'tends to become a series of marginal activities', (p.114) .

(3) Similarly SI research has emphasised the importance of leadership in securing school level change. It has pointed to the limitations of singular leadership underlining instead, decentralised and participatory leadership rather than 'top-down' delegation (Jackson,2000).

Themes that are likely to enhance and extend this case study further are notions such as:

SI work has shown there is no one blue print for action for change or improvement in every type of school. It has directly challenged the assumption of the 'one size fits all' approach to improvement by matching improvement strategy to school type (Hopkins et al 1997).

Also the SI movement has reinforced the necessity of relating change efforts to specific student outcomes. It has emphasised the importance of focusing attention at the student level and of improving teaching and learning conditions within the classroom (Hopkins *ibid*).

A further SI approach which underscores the research explorations in this study is that it demonstrates the importance of understanding and working with school culture (Fullan and Hargreaves, 1991; Siskin, 1994). School cultures that promote collegiality, trust and collaborative working relationships that focus upon teaching and learning are more likely to be self renewing and responsive to improvement efforts, (Hopkins, 1996).

After a critical scrutiny of SI themes some have been consequently adopted for this study on the basis that they undergird the research hypothesis and questions. It is appropriate therefore, before this discussion on SI is brought to a close to consider some limitations of SI.

3.1.3 Some Limitations of School Improvement Strategies

First, Hopkins et al. (1997) have noted that SI strategies do not take into account contextual factors, until recently, which has restricted their application. Lauder et al. (1998) similarly refer to an undifferentiated approach to schools which he found to be unhelpful:

Within the SI tradition there tends to be a un- differentiated approach to schools of varying socio-economic circumstances (Lauder et al., 1998). Little account is taken of culture, context, socio-economic status, catchment areas, the trajectory of improvement and indeed, of all independent variables. It is only recently that the field has included contextual factors in selecting and applying SI strategies (Hopkins et al 1997).

Secondly, another limitation in the SI field which the school effectiveness researchers have been focusing upon is one of a multi level approach. They claim that SI policies must encourage:

Strategies which impact simultaneously and consistently at whole school, department, teacher and pupil level.

Teddlie and Reynolds (2000: 47) suggest that:

Those engaged in SI need urgently to pay attention to the implications of multi level modelling procedures for their programmes:

Thirdly, of most concern to this thesis is the fact that much SI research in the opinion of Teddlie and Reynolds (ibid):

Has tended to neglect the primacy of instruction.

I recognised I was addressing this weakness Teddlie and Reynolds pin point at an early stage in post at HS, that improvement in instruction, strategies to make progress at the classroom level and therefore, teacher effectiveness and improvement must be given priority. The rationale for the choice of the research hypothesis which includes CPD of teachers receives further clarification here and it appears that it is a catalytic, generative element which underscores the whole of the SESI programme I initiated at HS.

Creemers (1994) reiterates with Teddlie and Reynolds the intrinsic weaknesses of the SI paradigm:

Despite a considerable amount of research highlighting the relationship between teacher effectiveness and school effectiveness, few SI programmes have focused upon the classroom level.

The case study in this thesis explores different levels within the school, such as school culture and organisation, department processes and culture and the classroom; all this and other forms of improvement to be achieved through the professional development of teachers.

Finally, many researchers have also proposed collaboration and integration between SE and SI fields, implying that both approaches should be enmeshed within a single framework of assessment. Gray et al. (1996b) seemingly have made considerable progress in this area by developing a framework for integrating effectiveness and improvement. The themes of staff professional development, the role of leadership, student outcomes (not just examination results) school culture, stakeholder partnerships and whole school reforms addressed in this case study can, I believe, suggest some approaches to transcending these and other limitations in these fields as appropriate.

3.1.4 The Current SESI Debate

Having attempted to construct a balanced discourse on SESI research and practice I note that I have not acknowledged the ongoing debate that concerns school effectiveness research (SER). This is because the literature pertaining to the debate on SER post-dates my practice as principal. I am therefore unable to locate my practice on a SESI chart which indicates its progress. SESI researchers and their critics starting in 2001 have endeavoured to unravel complex issues related to their disciplines. Of course some critical reviews on SESI appeared as early as 1980. In the current debate Reynolds and Teddlie (2001: 111) label the critics efforts 'a useful service'.

During my principalship at HS in Sri Lanka between 1995 and 2000 I recall that I applied available SESI strategies in my quest to improve HS. Familiarity with them and confidence to operate them originated from my experience as a teacher in Britain. More importantly SESI knowledge that was required at HS I obtained from my wife who was an SESI, MA student at the Institute of Education in London between 1995 and 1996. She was exposed there to the research and practice of SESI authors such as Mortimore, Sammons and Stoll. We were thus able to employ SESI strategies at HS.

As to which model or paradigm our SESI practice at HS belongs/fits I would describe as emanating from the research of Sammons, Hillman and Mortimore (1995:8), (also refer section 6.1 of this thesis). I have clarified, (also in 6.1) that SESI practice that we introduced at HS in Sri Lanka did not appear to be in a 'totally alien environment'.

And yet there is scarce research evidence of SESI practice in Sri Lanka prior to 1995. For this reason I have proposed in section 8.9 more ongoing research in this field. The impact of SESI practice at HS I believe was marked and notable.

In the current debate on SESI research and practice the protagonists are Teddlie and Reynolds (2001:76) who label themselves pragmatists. The other group comprise Slee, Weiner with Tomlinson (1998) and Thrupp (1999) who Teddlie and Reynolds identify as the critics. On the one hand then Teddlie and Reynolds acknowledge that 'these external critics have helped us in the continued development of the criteria whereby we would evaluate the worth of our field of inquiry'. On the other hand Thrupp (2002:12) invites the pragmatists 'to read and consider some recent sociological accounts of schooling..... . Admittedly this is a request to take into account what the critics are interested in'.

The debate therefore appears to be ongoing. The outcomes may lead all concerned to 'more critical thinking regarding the emerging field of SER'. In the case of Sri Lanka however there is a likelihood that SESI research and practice can be further activated taking into account the most appropriate and recent findings from the ongoing debate.

This research study is located in Sri Lanka and as a consequence being influenced by teacher training programmes that are on offer to HS teachers externally from a scrutiny of the ongoing SESI debate I now turn to the exploration of the theme 'Approaches to teacher training in Sri Lanka.'

3.2 Approaches to Teacher Training in Sri Lanka

The three best known approaches to teacher training in Sri Lanka, as researched by Tatto, Nielsen and Cummings (1991) are:

- 1. The Colleges of Education pre-service residential approach;*
- 2. The Teachers' Colleges' in-service residential approach;*
- 3. The Distance Education in-service approach*

Of the three teachers' training approaches that were utilized nationally in Sri Lanka, the second and third (above) have impacted on teacher practice at HS which contain elements of CPD of teachers' courses, but these courses were conducted externally. Internally, institutional development programmes such as CPD of teachers programme at HS operated from 1996 to 2000. At national level however internal CPD programmes were unknown. It needs to be clarified at this point that, firstly, some teachers at HS benefited from both programmes, that is, the internally organised programme of CPD of teachers and the Ministry of Education externally conducted Teachers' College and other in-service courses. The operation of a dual programme therefore was indeed a unique feature both at HS and in Sri Lanka.

Secondly, HS courses on teacher development were different to those of the Ministry of Education. At HS the CPD programme was inspired and presented by the principal, and conducted over a period of four years, one every term, from February 1996 to June 2000. These programmes were of the in-house variety based on HS premises. Additionally they included all staff from year one to A/L and therefore categorised as 'whole staff' as well. In the early stages of the CPD programme it was clear that this was a new experience for HS staff and one of its favoured elements was the social interaction it promoted. This of course continued to the end and the majority of teachers agreed that the collaboration and cohesion it produced was productive (for empirical evidence on this theme see chapter six) for teachers.

A third aspect which demonstrated the inter links that teachers had with Ministry of Education and HS courses was the enrolling of HS teachers on the Distance Education in-service studies. At the first staff meeting I conducted at HS as new principal in September 1995, I invited all teachers to aspire to obtaining a further teaching qualification. Among those who enrolled on teacher development courses voluntarily then (in 1995) were 16/103 HS teachers. A third of this number obtained degrees later pursuing the approach of Distance Education.

The eagerness of teachers to comply with my request and seek improvement to their professional status and the fact that in Sri Lanka the Ministry of Education had introduced strategies akin to those of school effectiveness and school improvement, (see chapter six) signalled their readiness for such courses. This provided for me a

launching pad on which to construct the CPD of teachers programme at HS. For the purposes of this thesis I now embark upon a search for the rationale of the CPD of teachers programme for HS.

3.3 Elements Deemed Crucial for CPD of Teachers at HS

I commence the list of essentials with the crucial element, that of stakeholder expectations. One of the Highdalcarr School (HS) community expectations of me the new principal at HS (from 1995 to 2000) was to embark on a programme of school improvement.

The decision to initiate a protracted (February 1996 to June 2000) and substantive programme of thirteen whole staff, in-house and in-service SESI seminars was strongly influenced firstly by my background. I was a serving teacher in London from the 1970's to the 1990's. Consequently I had been exposed to SESI strategies over a long period of time. I had both been at the receiving end of CPD and as senior head of faculty functioned as a trainer disseminating knowledge and skills to other teachers.

Secondly as an educationist I had worked away from my motherland Sri Lanka, spanning a period in which the educational domain worldwide experienced several significant changes. The stakeholder expectations of me were therefore very high. The vision of the Sri Lanka Methodist Church, parents and alumni of HS was for me to take HS to greater heights of achievement. It is of critical importance I state here that at HS the alumni expectations particularly were of a high order since I had been 'one with them', an alumnus, at an earlier period in the school's history and therefore they possessed a substantial knowledge of my capabilities.

When I decided to research my experiences at HS (in 2001) therefore I realised on reflection that I had conceptualised the research hypothesis (in 1995), for I the principal was intending to lead the programme of teacher CPD at HS. The entrée to this research enterprise it seemed was the expectation that I activate this programme. This was an exciting scenario fraught with challenges and I perceived that its potential rating for development was high.

In sum, the first two essential elements then are my background (which I have elaborated upon in chapter four under the theme ‘The professional experience of the principal’) and stakeholder expectations which were based on my background. The third essential element I acknowledged in my approach was that of a person desiring improvement and I suggest that this was fortuitous because there was intersection between the school community plans for HS and the plans of the leader, the principal of HS. This meant that we were pulling our weight in the same direction and not working at cross purposes. (Also refer to a list of eight emerging issues in section 4.6 for confirmation of this assertion).

This amounts to having joint focus on our development activities. Stoll and Fink (1996: 92) asserted in this context:

‘if you don’t do something as a group then chances are you may be all going off in different directions and you don’t have a common goal’.

The fourth essential element is the recognition of and ascribing due weight to primacy of teaching and learning and also identifying the classroom as the place which may help to uncover several researcher perspectives.

Sammons’ (2002:5) contention on these matters underscores my perspectives:

A number of School Effectiveness Research (SER) authors have drawn attention to the centrality of teaching and learning and of classroom processes in determining schools’ academic effectiveness:

(see also Creemers 1994; Scheerens and Bosker 1997; Hill and Rowe 1998).

Similarly Teddlie and Reynolds (2000:47) claim there is a lack of focus upon matters of learning and teaching in school improvement research. The *raison d’être* for teacher CPD at HS was to therefore decentre and relocate it in the heart of SESI efforts. They point out:

School Improvement research has tended to neglect the primacy of instruction.

It was my intention during the thirteen seminar teacher CPD programme at HS to try to regain some of the lost ground due to the neglect of primacy of instruction. I

therefore initiated SESI strategies through improvement in instruction to re-energise this arena. From my experiences on the British educational scene and through interaction and the intermixture of knowledge and pedagogical cultures I it seemed possible to extend the frontier of educational improvement that HS in Sri Lanka had reached in 1995.

At HS as the thirteen seminar teacher CPD programme began to operate, (the first seminar was in February 1996) I discovered that teachers were confused as to what CPD represented. I was therefore anxious that the whole school community understood what I was now going to set in motion. Its definition I surmised was crucial for some teachers were commenting 'we already have a teaching qualification, why is it necessary for us to receive further training?' (see also section 6.3.2). This is the emerging theme that I begin to explore now.

3.4 What is Continuing Professional Development (CPD) of Teachers?

A combined survey of the Teacher Training Agency (TTA) and Market and Opinion Research International (MORI) 1995, relating to CPD, over 4,000 respondents (teachers, INSET coordinators, and INSET providers) defined CPD as:

Activities whose main purpose was the development of teachers' professional knowledge, understanding and skills so as to improve the quality of teaching and learning in the classroom, Brown, Edmonds and Lee (2001:11).

The combined TTA and MORI survey pinpointed the impact that CPD can have on teaching and learning. And yet the DfEE (2001 b) reports that:

for many teachers, the ir image of CPD is still one-off events or short courses, often away from school, of variable quality and relevance, delivered by a range of external providers.

This notion suggests that CPD was recognised by teachers as an external activity and the strengths and benefits of in-school CPD (the variety initiated at HS between 1996 to 2000) is often overlooked.

Brown, Edmonds and Lee (2001:ibid) in their definition of CPD ascribe to it the development of professional knowledge, understanding and skills so as to improve the

quality of teaching. Friedman et al. (2000:4) in their comprehensive study of CPD expand its boundaries to beyond teaching. They note how the Construction Industry Council in 1986 adopted a CPD definition, equally relevant to teaching, which incorporates dimensions of maintenance, improvement and broadening of skills and more:

CPD is the systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's life.

Friedman et al. claim that CPD involves more than just “learning” activities, which have come to be associated with taking courses and passive receiving of information (page3). Development therefore takes place in a number of contexts and through a variety of activities, not simply by taking a refresher course or two. It was notions such as these that I was now attempting to disseminate at HS to the whole school community.

There is also a lack of clarity in the notion of continuity, an integral part of CPD, because it is linked to the fact that professional status is bound up with issues of qualifications and competence. A common refrain from CPD literature claims:

You can never know everything and learning does not stop with a formal qualification (ibid:2)..... Thus within CPD the purely educational element becomes one alongside others: a full professional life, good practice generally, career advancement, increasing capacity and well earned profit (or its equivalent), Gardner, (1978:2 and 3).

In the empirical evidence obtained from HS teachers on this theme (see chapter six) there were those who insisted if they are trained once for teaching it was adequate and others who agree with Gardner that learning does not stop with a formal qualification.

3.4.1 Some Gains from CPD Practice at HS

This sub theme has become necessary in order that I may dispel notions of CPD as one-off events or short courses (DfEE 2001 b) and with the purpose of refining its present practice, that of a prescriptive CPD model, it is worthy of further exploration.

Head and Taylor (1997:6 and 9) attempt to promote a typically 'bottom-up' model referring to eight stories (examples from Maley 1990:67) in their discourse of teacher development and explain (story four is selected to illustrate this view) this situation:

Eight teachers from school Y decide to meet once a month to talk over problems individuals have encountered. There is no agenda but the group is tolerant and mutually supportive.

It must be noted that story four is typically a self-propelled and informal form of CPD. This may not be possible in all schools and the rank and file teachers in many schools may not have the motivation or the leadership resources to embark on such ventures.

We may then be led to raise the issue 'what is the value' of such ventures? A compelling reason Head and Taylor advance in support of this perspective is that it contains elements of self determination and self analyses:

One characteristic that all these stories have in common is that teachers themselves decide what they are going to do. They are in charge. It seems that an activity is likely not to be developmental unless it takes on a real personal value. I ensured that I delivered this perspective by consulting with all staff what elements the CPD programme at HS should contain. A case in point is the inclusion of themes such as Team Work, All Teachers are Counsellors, Criteria based Assessment, School based Management and Conflict Management.

Another emerging perspective then is, 'What do developing teachers and their students have in common?' A response to this issue may then be

'in the end if teachers are motivated to improve their practice, who are the beneficiaries of this improvement?' It is, of course, in a school setting, the students.

Underhill (1988:4) provides a keenly perceptive response to these issues:

Development means.... keeping myself on the same side of the learning fence as my students. This is the only way I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring.

These are some of the gains I had conceptualised for the CPD programme at HS and is articulated by teachers in their interview responses (see chapter six). Before the research hypothesis is further explored however an issue which teacher trainers,

principals and others equally experience, is discussed now to underpin a crucial aspect of the research hypothesis-*that CPD is the vital change agent*.

Improving Practice in Teacher Training and Teacher Development

At HS in 1995 when I, the new principal proposed CPD to a teaching staff who seemingly had legitimate doubts about its benefits, I had to do three things. First, I introduced CPD to teachers at monthly staff meetings ahead of the CPD seminars at HS, to increase their knowledge and awareness of this phenomenon.

Second, to attempt to dispel notions that CPD programmes were one-off events or short courses. Third, I formulated a long-term, that is, a 4 year CPD programme, with a great deal of consultation, following democratic principles, of CPD of teachers and by teachers. I surmised, there can be resistance to these notions and until several CPD seminars were conducted (see Appendix 3A) and rank and file teachers had time and space to evaluate them, that tension can prevail.

To clarify several issues and to promote openness, to demonstrate there were no hidden agendas, I explained what CPD is and what it is not. I utilized a chart similar to Paul Davis' (cited in Head and Taylor 1997:9) 'What is teacher development, is it really different to teacher training?' This chart is reproduced below with a third column which records how notions of Teacher Training and Teacher Development were perceived by me in the HS context. These notions embedded in the chart, I suggest, may pave the way for a productive and meaningful CPD programme at HS.

Davis' chart pinpoints most of the issues that needed clarification. It is my assertion that misunderstanding and resistance to CPD by HS teachers had arisen because there was confusion between the aims of teacher training and teacher development. I intend now to explain and expand my perceptions in rows 13 to 17 that appear polar opposites to those in the 'Teacher Training' columns.

Teacher training	Teacher development	My perceptions of CPD for teachers
1. compulsory	voluntary	Voluntary
2. competency based	holistic	Holistic
3. short-term	long-term	long-term, with specified time element to each programme
4. one-off	ongoing	ongoing
5. temporary	continual	continuing
6. external agenda	internal agenda	internally focused, with some external agenda items
7. skill/technique/ knowledge based	awareness based, angled towards personal growth and the development of attitudes/insights	awareness based integrating personal and institutional growth
8. compulsory for entry into profession	non-compulsory	non-compulsory
9. top-down	bottom-up	guided bottom-up approach
10. product/certificate weighted	process weighted	process weighted
11. means you can get a job	means you can stay interested in your job	ensure you get job satisfaction and increased productivity
12. done with experts	done with peers	done with peers
13. conducted externally, in unfamiliar surroundings		conducted in-house, in familiar and more secure surroundings
14. concerned with the curriculum mainly; key stage oriented		concerned with whole school policies, e.g. rewards, behaviour
15. confined to teachers in a particular phase, e.g. primary, secondary		whole staff is involved
16. A teacher or a group of teachers worked with 'strangers' from other schools		Teachers worked with own school colleagues: a great source of mutual enrichment
17. opportunities for individual or team participation are few since CPD is conducted by experts		the principal encouraged staff led sessions resulting in teacher empowerment for leadership roles.

Table 3.1 Comparison of Teacher Training, Development and CPD at HS
(Davis' chart adapted (cited in Head and Taylor, 1997:9))

3.4.3 Innovatory Aspects in HS CPD Programme for Teachers

Commencing my work at HS as the new principal in 1995 I was keenly aware of school effectiveness and school improvement (SESI) perspectives and also guided by the Stoll and Fink (1996: 94) assertion:

No matter how effective the school is deemed to be there is an assumption that more can always be achieved.

In this context, I must clarify that HS was by no means a school that needed special measures or turning around. The label 'cruising' school was more appropriate for it (see also chapter six) and continuing improvement for HS, which indeed was innovatory in 1995, was uppermost in my mind. Simultaneously, I paid heed to the adage 'continuous improvement also involves understanding that there are, and should be 'down times'; it is not necessary or wise to develop everything all of the time'. The intentionality then was through selected themes as encapsulated in the research hypothesis: CPD of teachers and the role of leadership and the three research questions stated above (see also chapter four) to underpin this research enterprise.

For the sake of clarity and to promote understanding in this instance, I need to state at this point that all or some of these innovations had credence and validity at HS in Sri Lanka but they may be familiar and well-worn themes in countries such as Britain. As always for this reason it is likely that researchers in Britain and other such countries may receive them differently. It is however crucial to accredit them in another land and in another context if researchers are to engage in and contribute to a continuum of development and progress in all world contexts.

In the Davis chart I have added rows thirteen to seventeen to demonstrate what was conceptualised and activated by me was particularly impactful for HS staff. Before these new rows receive elucidation however I need to clarify how I perceived rows 3, 6, 7, 9, 11 and 12. In row 3, I have extended the concept of short and long term courses. At HS the long term courses were further structured as long term with specified time elements to each programme.

This was to incorporate Barber's (2001: 18, 19) contention:

'a long term strategy will succeed only if it delivers short term results'.

The improved examination results at O Level (equivalent of GCSE in Britain) at HS confirmed short term results within two years, that is in 1997, thus accrediting strategies employed after the CPD seminar number two on 'the emphasis on learning and teaching'. This approach therefore established the premise that long term projects within specified time elements enabled teachers to withdraw any unproductive pedagogies in the short term and thus improve their practice.

Row 6 extensions promote the concepts that there is an educational agenda which supersedes the mere demands (agenda) of the Ministry of Education (equivalent of DfES in Britain). It was thus conceptualised as 'internally focused with some external agenda items'. Private schools such as HS are subject to the same inspection routines as State schools but I insisted that (with other private and Christian mission schools) at HS it was crucial we enlarge our vision and include items such as school culture as we aspired to the status of a world class school. This meant that at HS we move beyond the academic curriculum and pedagogies attached to it which frequently were included in the external agenda. HS' internal agenda was in many ways different to those of State schools in Sri Lanka and their standards of achievements and behaviour were seemingly far below those of private mission schools.

Dalin (1993) reiterates this aspect: '.....schools differ among themselves (Dalin is quoted fully in chapter six). This validated the premise that some schools differed from others depending in this case on issues they addressed as external or internal agendas or those schools such as HS which boasts of an integrated agenda.

Row 7 draws a distinction between personal and institutional growth; whether skills / techniques and knowledge based or personal growth. At HS I projected the view that the integration of personal growth with institutional growth was crucial. Cumulative gains from individual teacher growth, I argued, would indeed enhance institutional growth. A point of resonance with this theme is pin pointed by Stoll and Fink (ibid: 155):

'Attempts are being made to bring teachers' and schools' development needs together so that individuals feel personally and professionally fulfilled while whole school improvement occurs. There is an increased orientation towards viewing CPD as a continuum'.

There are instances in which planned institutional growth on the one hand, have encouraged and enabled individual teacher growth. There are examples of younger teachers who served at HS which as a national school was acclaimed a leader in strategies employed for institutional growth. After exposure to these strategies and enhancing their employability these teachers were released to serve in other similar schools as principals and vice principals. This is a case where focus on an internal agenda assisted staff and the school to benefit.

On the other hand, the corollary is also true. An individual teacher through development and enhancement in service whose learning was supported mainly in an external agenda, on some occasions served the institution productively, in the capacity of a trainer for example. At HS however one of my goals for improvement was the integration of personal and institutional growth.

My perceptions in this context matched those of Stoll and Fink (ibid: 94):

There is a fundamental belief that learning never stops; there is always more to learn and pupils can only learn alongside adults who also learn, because 'when teachers stop growing, so do their students' (Barth 1990:50).

I further argued therefore that an amalgam of staff development measures within one school, internal and external would be impactful for staff. It can simultaneously assist a school to progress from a 'cruising' stage to a 'moving' stage.

Emerging Issues Pertaining to CPD for Teachers at HS

The issues as documented in rows 13 to 17 in the Davis chart I have incorporated for the purposes of the ensuing discussion. It may appear the information in column 1: Teacher Training and column 3: My perceptions of teacher CPD are polar opposites. I must however point out that they are not. This is because each school may decide, to select aspects that are most appropriate to their own needs along a 'continuum', Bolam, (1993) points to this aspect in rows 13 to 17 which extend from the left to the right pole.

The five issues then that need scrutiny are:

1. Where should CPD be held? Externally in unfamiliar surroundings or in-house?
2. What should be the focus of CPD? Curriculum, whole school policies or their amalgam?
3. For whom? Teachers in a particular phase, for example Primary, or whole staff?
4. Work with strangers or colleagues from own school?
5. Participatory or non-participatory?

The first issue Leithwood (1995) has illuminated with reference to structures and processes that influence organisational learning. The former include school-based professional development, informal meetings, mentor programmes, school accreditation and opportunities to attend external workshops. Processes include consultation with colleagues, personal reflection, experimentation and reading. At HS I was resolute about introducing school-based teacher CPD in 1996 which was an innovation. There are several benefits teachers assert that accrued from in-house CPD (see chapter six for HS teacher responses).

The second issue is whether CPD focus should be on knowledge based curriculum courses or on whole school policies such as school culture. I shall argue that it should focus on both domains but in practice external courses have addressed only curriculum update courses in Sri Lanka. This is not necessarily due to the inherent weakness of either variety of CPD. Traditionally external courses have not been constructed to service whole school policies. This is because teachers who attend these courses are from different schools and their school cultures are of widely varying nature including the philosophies of management they each employ.

The third, fourth and fifth issues, which phase, work with whom and participation in delivering courses have a common underlying theme which unifies them. Rosenholtz (1989) unravelling these issues declares:

'teachers' sense of optimism, hope and commitment was associated with workplace conditions where they felt professionally empowered'.

Where SESI is concerned, I am arguing that whole school CPD is much more conducive to progress than courses directed at a particular phase, primary or secondary (for HS teacher responses see chapter six).

Teachers at HS collaborated with colleagues (in issue 4) from the same school and not with strangers which increased their levels of confidence, motivation, optimism, hope and commitment which in turn promoted SESI. Also at HS I was fervently advancing the cause of teacher empowerment which entailed not just the high powered, well qualified and experienced teachers leading some CPD sessions. I enabled this too but to promote empowerment I went beyond this well established boundary and extended it to others on the staff. These were workplace conditions that I was directly employing which propelled SESI strategies into further action at HS.

For the first time, for example, at HS I was responsible in persuading a team of four year two staff to lead a whole school CPD seminar on 'Improvement in learning and teaching through conflict management'. (For a cross reference to this aspect see chapter six). I actively looked for and promoted younger and relatively inexperienced teachers...). This is issue five and I have recorded participation as a factor of empowerment in the Davis chart row 17 under my perceptions. It may have been a more daunting prospect, to lead in similar manner in a totally alien external environment. The four year two staff performed competently because they were trained by me, the principal who led the CPD programme at HS, and were confident of support from their own colleagues in the same school.

The sub-headings of this segment of the literature review such as innovatory aspects and improving practice of CPD of teachers with the ensuing discussions on them are indicative of the potency of such initiatives. Attempts seemingly have been made to make HS a more effective school with practices that signal lasting improvement. In the final element of this segment which follows "Issues related to sustainability and lasting improvement", I feel led to argue however, that sustainability of such programmes, for example school based teacher professional development, is critical to demonstrate their real value and appropriacy for the school concerned. In the south Asian context, on the SESI scene there are examples of projects (one in Sri Lanka is named below) where their sustainability has been problematic. Immediate success patterns in these projects have been misleading and they need to be avoided. In this context I want to suggest that a sustainability component should be an integral part of any project initiated at school level. Among other reasons this can attempt to justify costly funding from external agencies such as the UNICEF.

3.5 Issues Related to Sustainability and Lasting Improvement of SESI Strategies in Developing Countries

It is the vision of school principals all over the world it appears, not just to become successful temporarily when a new project is initiated, but to then make every effort to continue on this road of success. This is of course no mean task. In south Asia, where this research study is located, there are instances when high quality programmes have had to be abandoned prematurely. This is because much human energy and finances have been expended without the required thought and planning given to sustaining them. A case in point is the School Development Board Project set up in Sri Lanka in 1993 but abolished within a very short period, that is, in 1995 (Perera, 2000).

The rationale for this discussion is the supposition that costly new projects should be sustained if their real and anticipated benefits are to accrue meaningfully to the organisation concerned. One of the reasons Stoll (1999:35) ascribes to early abandonment of school projects is that those who employ these initiatives, and others who are the recipients do not sufficiently comprehend the complexity which bring in their train several changes. She elucidates:

The need to understand the complexity of change when engaged in school improvement is too often downplayed.

In this scenario Fullan's(1991) 'do and 'don't' assumptions for those attempting change remain essential, for example being aware that there is always an 'implementation dip', that change takes time, and that there are many reasons why implementation does not occur and therefore also the anticipated gains and their sustainability are not realised.

At HS I encountered mistrust and opposition to the CPD of teachers programme I initiated because it was new and the recipients (teachers at HS) did not comprehend the objectives of such a project. The main issue in this discussion however is the sustainability of school improvement projects. I have focused here upon the experiences of a teaching staff of one school. I need to emphasize similarly, the short

term nature of new projects initiated by external agencies such as the World Bank. I feel this is an issue that needs addressing. What I suggest therefore is the setting up of teacher teams in schools who are trained in work schemes that ensure sustainability which they can then disseminate. There is scarce empirical evidence to support this strategy but if there is consensus that high yielding projects should be sustained then provision needs to be made to establish such monitoring, evaluation and advisory teams.

In another south Asian country Pakistan, Khamis (2000) claims that:

head-teachers must be ensured a pivotal role in deciding the fate of any changes; especially regarding sustainability and continuation towards improvement when the intervention ceases.

This scenario is feasible if the head teacher continues in post in the long-term and it could be argued if the principal is the best person to decide the fate of changes. Or could the teacher team approach I have suggested be more democratic and operate even if a new principal is appointed in the short term, as it happened at HS in 2000?

Externally funded SESI projects are realistically labelled interventions (Khamis, *ibid*) because they operate in the short term. What is under scrutiny in this discussion appears to be: 'Is continuing improvement possible after the intervention? Are there support mechanisms in place which ensure sustainability? In the current situation it is apparent, there are very few such mechanisms in place. In Sri Lanka there are instances when projects have been abandoned as soon as the funding stops.

Varied opinions expressed on this issue are tendentious. There are however very few politicians, educational administrators, policy makers and researchers in Sri Lanka and other developing countries who argue that external interventions are unnecessary or may even be damaging. Funding from external agencies, is critical for educational and other pursuits in developing countries. A significant area that needs radical change in this context, are the mindsets of the recipients of external support, that they work towards sustaining these new projects. Without this, interventions will remain a temporary or even an unproductive measure bringing change and improvement only during its operation, not beyond it.

Conclusion

In chapter four on Methodology I have made the following two interconnections which are relevant to this chapter on the Review of Literature and indeed for the whole thesis. First, the specificity of the CPD of teachers programme lay in its very nature to link it closely with the School's (HS') Development Plan (SDP). This is the first interconnection. Second, is to link it with the overall strategy of school improvement. What is intended in all this is to assist HS to be transformed into a more effective school and to simultaneously promote school improvement.

In order that I may underpin these intentions I have explored themes such as Approaches to teacher training in Sri Lanka, What is Continuing Professional Development, Some gains from CPD practice at HS, Innovatory aspects in the CPD programme for teachers and other emerging issues.

Among the reasons that I ascribe to the success of the CPD of teachers programme at HS are: stakeholder expectations, my own background and aspirations for SESI, my approach as principal to seek improvement and my efforts to refocus attention on the primacy of teaching. Through these and other strategies, it may be possible to extend the frontier of educational improvement at HS and indeed in Sri Lanka.

In chapter four, the Methodology employed for this thesis is that of case-study. The preceeding components in this study are school leadership and CPD of teachers at HS. Literature reviews in chapters two and three then are crafted to resonate with empirical evidence in chapters five, six and seven as the thesis proceeds to construct the case study.

CHAPTER FOUR: METHODOLOGY

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Chapter Four : Methodology

4. Introduction

The time span of this study, I have identified as five years, between 1995 and 2000, the period I functioned as principal of Highdalcarr School (HS) in Colombo, Sri Lanka. I intend employing case study as the selected methodology for this research endeavour.

The title of this thesis is as follows:

**Ways Forward to Achieve School Effectiveness and School Improvement:
A Case-Study of School Leadership and Continuing Professional Development
of Teachers in Sri Lanka.**

One of the key aspects of the substantive school improvement programme the principal was responsible for at HS was the conducting of thirteen continuing professional development (CPD) of teachers' programmes. I was, as principal, directly accountable for the delivery of this programme. This was not an imposed accountability but one of personal choice.

The governors and the school community had sought my services since the principal in post in 1994, had announced his retirement. The school community was aware of my lengthy experiences in the educational domain in Britain. I was an alumnus of HS and served on the teaching staff there briefly for five years. When appointed to the post of principal therefore, I acknowledged that there were great expectations of me. On my part I was determined to deliver excellent standards in education for HS and to transform its image and performance from a 'strolling' or 'cruising' school to a 'moving' school (Stoll & Fink, 1996:85)

4.1 How the Research Hypothesis and Questions were derived

In the context of SESI therefore the research enterprise incorporates an evaluation of the CPD programmes (in chapter six). Issues such as 'Why CPD the vital change agent has more impact if led by the principal and why it is the principal's responsibility (is briefly explained above and a discursive element appears later in this chapter) and also 'Why CPD above other change agents?' Directly responding to this issue, I have argued alongside Teddlie and Reynolds (2000) and Creemers (1994) that there is 'neglect of the primacy of instruction', also that 'few SI programmes have focused upon the classroom level', in the segment on school improvement (SI), later in this chapter. Chapter two also includes an exploration of this hypothesis.

The research hypothesis and three research questions which undergird the inquiry, are in turn stated below.

4.1.1 The Research Hypothesis and Research Questions

Continuing professional development (CPD) of teachers the vital change agent, has more impact if led by the principal within the framework of school effectiveness and school improvement (SESI).

Research Questions:

1. Is the approach (the) 'only thing of real importance that leaders (principals) do is to create and manage (school) culture' (Schein, 1985), arguable or well-received?
2. Is the principal able to harness enthusiastic support of all stakeholders of HS for SESI?
3. To what extent do faculties and pastoral teams contribute to SESI?

In the consideration of literature reviews and their interconnectedness to the research hypothesis and research questions, I have constructed five exploratory mechanisms to assist me in the tasks of research that now lay before me.

They are:

What is to be investigated, who is to be responsible for it,
how and when is it to be researched and who are the respondents?

In chapter three, in the literature review of CPD for teachers draws attention to the plethora of relevant research material already in place. The second component, 'who

is responsible for the research' can interrogate the literature and case study results to explore the issue whether the principal (or another person) is best placed to promote change at school level, at HS in particular.

To the question 'what' is to be investigated then, the response would be CPD for teachers and the role of leadership. Research questions one and two extend the exploration of the role of leader, attempting to change the culture of the school and harnessing the support of all stakeholders.

In response to the question who is responsible for this, I assert, it is the principal. Research question three raises the issue, in the light of concepts in the role of leadership such as distributive, shared and collective, as to whether others should be invited by the leader to participate in the tasks of leadership. I explore this notion in chapter five in the segment on the role of leadership.

Thirdly, to the issue how is it to be explored, I declare, the following response is appropriate. Most researchers agree that research instruments perform the function of eliciting data. The central objective of research instruments used in this thesis is an attempt to obtain evidence about the feelings, impressions, estimations, standpoints and judgements of practitioners, of students, teachers and others at HS.

In employing this process, it is my intention to explore the perceived impact of practices such as continuing professional development (CPD) for teachers and the role of leadership within a SESI framework, particularly between 1995 and 2000 at HS.

Having explored the themes 'what is to be investigated' and 'who is to investigate it', I now turn to the third theme, 'How is it to be investigated'. There is agreement among researchers that research instruments can perform this task, and so the emerging question is 'how are they developed' for the purposes of this thesis?

To the question 'when was it researched?' the response is Spring Term 2002 at HS in Colombo, Sri Lanka. The main respondents, from whom empirical evidence was gathered, were the HS community: principal, teachers, students, parents, governors and alumni. Of course, it must be stated that I amassed relevant empirical data when in post which is extremely valuable.

4.1.2 How are the research instruments developed?

Detailed descriptions of the instruments, such as interviews, focus-group interviews, classroom observations receive attention later. Explanation of how the instruments are developed is linked to notions of what is to be investigated and who will perform this function. In this thesis therefore, there is an effort to closely interconnect the research hypothesis and the questions to the interview questions.

The table below illustrates this link:

Number	Interview schedules	Research hypothesis(rh) research questions(rq)and SESI strategies
1.	Teacher: Learning and teaching strategies (9)	rh., SESI
2.	Effective and Ineffective teacher (17)	rh., rq 3, SESI
3.	Teacher continuing professional development (CPD) (17)	rh., SESI
4.	Pastoral/Faculty Head (5)	rh., rq 3, SESI
5.	Student: School culture (4)	rq 1,SESI
6.	Attitudes to learning (2)	rh., SESI
7.	Learning culture (2)	rq 1, SESI
8.	Principal: Aims and pillars of Education (1)	rh., SESI
9.	Student involvement (1)	rh., rq 1, SESI
10.	Parents: Involvement with school (3)	rq 2,SESI
11.	Governing Board and Alumni (4)	rq 2, SESI
12.	Sri Lankan Principals (5)	rh., rq 1&2, SESI

Table 4.1 Link between IS and the research hypothesis and questions

(next to each interview schedule(IS)is the number of interviews conducted)

Analysis of the interview schedules in relation to the research hypothesis and questions as documented in the above table and other data will be conducted in

chapters five, six and seven on data analysis. The questions were designed directly to illuminate and generate discussion. In particular, the search for gains from student achievement as in classroom practices, that accrued from a substantive and pro-active CPD of teachers' programme within a SESI framework, 1996 to 2000, is one of the priorities of the study.

Literature reviews, seminars on data collection and discussions with the supervisors have assisted in the task of constructing and further refining the research instruments. I have employed seven themes in coding the data I collected: students, teachers, pastoral (sectional) /faculty heads, principal of HS, parents, governors and alumni and Sri Lankan Principals (appear in bold in the Table 3.1 above). These seven themes I perceived can yield the required data to construct one aim in my thesis, whether SESI strategies were successful at HS during my term as principal of HS.

The student interview schedules two and three (see Appendix 2B) I have adapted from Beresford's (1998) volume on 'Collecting information for school improvement'. Similarly, 'Easy probes' from Foddy (1995:135) enabled me to make sense and explore deeper meaning of the responses that I obtained. Before I turn towards the research design of this thesis I now include this crucial component 'The professional experience of the principal'. This is intended to accommodate the approach, as the sole researcher of this research study, that I can shape the data I collect and in turn the analysis of data can shape my findings.

4.2 The professional experience of the principal

For the purposes of this crucial aspect in the thesis and being the sole researcher, four criteria as obtained from Earley et al. (2002) investigation, I employ to elaborate upon my professional experience. Each of them will receive elucidation in turn now.

1. Leadership style
2. Leadership, vision and values
3. Developing leadership capacity, and
4. Key themes and issues

4.2.1 Leadership style

I understood my role as an enabling person, to support the development of teachers and to effectively negotiate one's way through periods of change.

Teachers at various levels within the school were given opportunities to take on leadership roles and introduce innovations. I actively looked for and promoted younger and relatively inexperienced teachers, for example, to lead teacher seminars- one such occasion was in June 1999, whilst simultaneously providing longer serving teachers new challenges.

I actively discouraged meetings in school that served only to communicate information rather than make decisions. I deliberately sought to flatten hierarchies, and to build leadership capacity throughout HS by informing teachers that I expect them to work hard and take responsibility for their actions.

At all times I insisted on providing clear direction for the work of the school and fostering a consultative style of management and associated clear lines of communication and effective team membership.

At staff, senior management team (SMT), faculty and pastoral team meetings I actively encouraged a 'participatory' style where I constantly invited colleagues to contribute their views. There was no voting at these meetings, instead I preferred to take soundings around the room. I built consensus through communication, discussion and negotiation.

I paid a great deal of attention to ensure that students' and teachers' efforts were praised and celebrated. I was keen to be visible around the school which both teachers and students appreciated.

4.2.2 Leadership, Vision and Values

I practised a transformational of style leadership. This model included phenomena such as being preoccupied with purposes, values, morals and ethics; being oriented towards long term goals without compromising human values and principles; transcending daily affairs.

I was enthusiastic about my role and the work of the school and the efforts of the colleagues and students. This was mostly due to my personal links with HS, having being a student there a while ago. Consequently I was not defeatist. I ensured that I had what is often described as a 'can do' approach to the job, the optimism for the post drawn from my extensive experience as an educationalist both in Sri Lanka and in England.

Radnor (2001:21) in this context adds weight to my perceptions as the sole researcher. She declares:

All the things that I have about me generate the knowledge that becomes my way of operating in the world.We generally do things as a result of how we see things or are motivated by things, and because we are knowledgeable we can discuss things, talk about them, talk through them.

For me therefore, in many instances it was a case of application of knowledge, skills and experience in a new (and yet familiar) field in order to extend and enrich the educational practice I found at HS between 1995 and 2000 and beyond.

As principal I was keen to mobilise commitment to an explicit educational vision that is corporately agreed, coaching and mentoring designed to support individuals and increase leadership capacity.

Among a vast array of values that I espoused at HS, I particularly focused upon inclusivity, equal opportunities and justice, high expectations, engagement with stakeholders, cooperation, teamwork, commitment and understanding. Some of the other more individualised values I subscribe to and practise are transparency, integrity, consistency, accessibility, empathy, risk-taking, openness and an awareness of others and their situations.

4.2.3. Developing Leadership Capacity

The programme of continuing professional development (CPD) of teachers I initiated at HS operated between 1996 and 2000. When I started work as the new principal at the school in 1995 there was no tradition of CPD. The specificity of the programme, I designed for HS, lay in its very nature, firstly, to link it closely with the school development plan (SDP) and secondly, with its overall strategy for school improvement.

With this priority identified, I used my energies, with a new budget allocation for CPD to build up the capacity needed to move the school forward on its medium and long - term aims. Again, there had been no mechanism at whatever level, whether principal, vice-principal, faculty or pastoral head to recognise and offer help to remedy teacher weaknesses and limitations. I also sought knowledge about the skills of individual members of staff by conducting an audit of teacher skills of all staff, with the assistance of the vice principal,

At the outset I outlined my strategy to develop leadership capacity at a staff meeting. I invited all staff to engage in further academic study. This would enhance their career progression and enable them to offer to HS a higher quality service. Sixteen per cent of the staff responded to this invitation immediately signing up for part-time degrees and diplomas. Higher qualifications in post were also ensuring that staff could now seek promotion to more senior posts. Previously at HS, the work of the school leader was almost entirely handled by the principal and vice principal. There was no tradition at HS where faculty, pastoral or other leaders being entrusted with roles of leadership.

I therefore found at HS challenges and opportunities open to develop leadership capacity. Identifying skills and strengths of staff, taking risks on several occasions, I promoted some staff to positions of responsibility. Since delegation of administrative and other duties from the principal and vice principal had not happened at HS prior to 1995, individual (staff) decision- making was an unknown phenomenon. One member

of staff responding to an interview question said ‘we do what we are told, we do not have a culture of teacher decision making here.’

In my quest to engage in transformational strategies I set in motion mechanisms to reduce or flatten hierarchical structures at HS. Prior to this time the leadership model practised at the school was of the transactional type, one that was prescriptive and ‘top down’. This is not necessarily a critique of the existing system. Awareness of other types was lacking at HS.

The stage was therefore set for me as the new principal to engage in several changes at HS. I was convinced that change was demanded not only in the instructional and pedagogical domains. I acknowledged that change was required in whole school domains, in stakeholder involvement and community support to progress the SESI strategies..

4.2.4. Key Themes and Issues in the Professional Experience of the Principal

This section summarises the salient features of sections one, two and three above. Furthermore, those features that recur are given clarification, re-interpretation and focused upon as issues.

- a. My leadership style was both enabling and challenging.
- b. I created opportunities for all members of staff and students to exercise leadership.
- c. I re-energised staff, particularly those who have been at HS for many years. I observed that some of them were bored and frustrated because they had entered the technicist phase of their work. They felt their teaching activities were unexciting and unproductive because teachers(with a few exceptions) did not exhibit a passion for their work. I supported the initiatives already activated in the school and also assisted in bringing in new ideas and initiatives and implemented them.
- d. I was not afraid to take risks and try new things. If some of them did not succeed, those initiatives were analysed, to learn from them.

- e. I initiated a transformational leadership model at HS which entailed a shift away from a leadership paradigm based on power and control. In its place I actively practised one based on encouragement of greater overall professional efficacy.
- f. I was concerned that the school was selective about what they chose to do. New initiatives had to fit in with the school culture and were meant to enhance what it was trying to do.
- g. I ensured that all achievements in academic, sports, societies, scouts- were celebrated and both students and staff efforts were recognised. This resulted in high self-esteem, confidence and productivity promoting school improvement.
- h. I insisted on a high level of delegation and support for initiatives. I actively invited students and staff to function in roles of leadership.
- i. I was able to build a strong base for continuing professional development (CPD) of teachers at HS.
- j. I have set the tone at HS giving high status to instructional leadership.
Both teachers and students valued the fact that I was involved in teaching, in curriculum development and functioning as a mentor for them.

4.3 Research design

The research design in this study will include components in 4.3.1 below which now receive definition and clarification. The aim of this preamble is to demonstrate how the highest quality of enriching data can be obtained enabling the research audience to recognise it as a unique product.

Lincoln and Guba (1985:248) have drawn a distinction between naturalist and positivist research and they explain:

I contend that most of the requirements normally laid down for the design statement cannot be met by the naturalists because the naturalist inquiry- which this research project is- is largely emergent. But while it may be impossible to provide specifics, it

is clear that there are certain questions the naturalist must bear in mind and address, at least provisionally, from the earliest stages of conception and planning.

There are seven components that are enumerated below; of them only one and two receive elucidation now; three, four and five later in this chapter. Component six receives attention chapters four and five, and logistics throughout the thesis.

4.3.1 Research Design Components (source: Lincoln and Guba, *ibid*)

1. specifying a focus(a research problem, evaluand or policy option).
2. determining the degree of fit between the focus and inquiry paradigm.
3. determining where and from who the data will be collected.
4. determining the nature and scope of successive project phases.
5. determining instrumentation.
6. determining data analysis.
7. planning logistics.

In a process of elimination this research study may be categorised a research problem, an evaluation or policy analysis (as in number one above). Its very nature, I believe, assists me in labelling it a research problem. The definition which is now required as embedded in the research hypothesis and questions, is a state of affairs resulting from the interaction of two or more factors. In this instance the contributory energising facets in school improvement, leadership and staff development yielding a perplexing or enigmatic state assists in defining it as a conceptual problem.

The interacting factors may be concepts, empirical data, experiences or any other elements that when placed alongside one another, signal some basic difficulty, something that is not understood or explained at that time. What is central to the construction of the research problem may be deemed to be the lack of collaboration between the domains of leadership, staff development and others. My hunch is that improvement efforts have been undertaken at HS in recent years, but in isolation. The resulting outcomes are perplexing and enigmatic and fall far short of the visionary targets set by some of the illustrious previous principals of HS.

In his attempts to explain this scenario, Banathy (1988):

Bemoans the fragmentary, unintegrated, incoherent, part focused character of piecemeal tinkering. Current reforms try to improve one or another part of the educational system without reference to the total system to which it belongs. These educational improvement efforts are examples of 'disjointed incrementalism.....' they imply repair, technical fix, corrective adjustment and paying more for doing more of the same.

Whilst Banathy's observations are, in part or wholly true of the improvement efforts at HS, three other factors also add weight to what was happening at the school. First that of low productivity of HS. This was associated with a gamut of low yielding educational enterprises starting from the low expectations teachers perceive of their students.

Second, the lack of motivation that is thereby engendered in teacher mindsets, exacerbating the problem and leading to a downward spiral (as observed by me the new principal when I started work at HS in 1995) which soon would pervade the whole school atmosphere and prove to be problematic. This factor illuminates the research problem and provides a focus for it.

The third is the sustainability of the school image factor. HS was over 120 years old when I assumed duties in the school as principal. Elsewhere I have described its reputation as a successful school in Sri Lanka. HS had not acquired that status by sudden flight but through the dauntless and intensely committed work of earlier principals. There was therefore, beacon-like standards demanded. The stakeholders, the Methodist Church of Sri Lanka (the original founders of HS in 1874 was the British Methodist Church), parents, alumni and the nation wide community it served; all insisted that HS delivers a unique product, that of a holistic education for all its students.

It is in this setting that school effectiveness, improvement and change were mooted by me, the new principal. HS with its Methodist Church foundations has much to offer to all its stakeholders. Admission to the school is therefore highly competitive and much sought after. Grace (1998) sums up for this thesis further evidence why faith schools such as HS possess an enduring attraction for prospective parents.

Like Catholic schools, Grace (1998:121) refers to:

The study of Catholic schools has much to offer to the general field of SER (school effectiveness research), in part because these schools characteristically link academic outcomes with wider spiritual, moral, personal, social and community outcomes, and their notions of individual good with that of common good....,

HS too has portrayed the dual link between the academic and other facets, similarly linking notions of individual good with that of common good.

In recent years, however there was evidence of some features of decline at HS and the stage was set for changes by the new principal. The conceptualisation and focus of research therefore falls at least on three interacting factors which are the emerging concepts and experiences at HS and to make progress they need to be addressed:

(1) The un-integrated improvement efforts of the past; (2) the low productivity malaise and (3) the sustainability of school image dilemma. The change processes initiated to achieve SESI at HS, I argued, needed to pay heed to Barber's (2001: 18/19) postulation to make change possible:

In the modern world, though, electorates are fickle and impatient..... they want immediate evidence (of long term vision of a world class education service) to be on the way. Hence the central paradox facing education reformers in a democracy: a long term strategy will succeed only if it delivers short term results.

The complex and arduous task of embarking on a high powered long term SESI programme therefore was required to combine credible short term results which I felt had to be delivered simultaneously. My hunch was optimistic that there were both unspent energies and unexploited capacities within HS that could be harnessed to achieve this target.

The focus was now on developing a long- term strategy to produce standards of excellence in a holistic frame at HS. Fragments of it however, such as improvement in

annual examination results, in behaviour patterns and an attitude of change where new perspectives were concerned indicated that this was happening. They signified a re-contextualisation of the emerging research problems. The impact was perceived to be found also in the new ethos and culture of the school in the short term.

4.4 Ontology and Epistemology of Research

The concepts of rigour in research demand a statement of how every thesis is posited in the epistemological and ontological domains. By ontology Guba and Lincoln (1981: 57) mean the nature of reality and by epistemology the different ways by which researchers can seem to know that reality. The third dimension, the methodology, refers to the results of enquiries and the status of the claims that the researchers make which I will address later under methodology.

In this discussion it is crucial to note that the epistemology of research utilized can yield new knowledge. Scott & Usher (1999:95) claim that:

structures, paradigms and world-views are not just epistemological frame-works but normative beliefs about how researchers would like the world to be.

The implication of these views is that we simply have to live with such value disagreements. In clarification researchers may conceptualise a classroom devoid of poor standards of behaviour since strategies may have been employed to remedy conditions which hinder good teaching and learning. A set of values therefore, which is at cross purposes with those that were perceived earlier, we may need to live with temporarily until such time further strategies to alleviate those conditions are put in place. This will also entail the exercise of power which I have argued must be avoided, in order that I may in turn, avoid bias and a distorted version of the truth.

The seed of epistemology (paradigm) for this research project is located in the paradigms of school effectiveness and improvement whose work has been described as: 'doing the same, but doing it better'. Banathy (1988) claimed that there has been three waves of educational reform; the first wave entailed 'doing the same but more of it', (the school effectiveness movement). 'Doing the same but doing it better' represents the drive towards linking school effectiveness with school improvement and the third wave the pursuit of future excellence.

It must be pointed out however that not all researchers in this field agree with this evaluation. From the early 1980s however (a reference to Banathy's second **wave of** reform), after much discussion about which paradigm (on another front) – school effectiveness or school improvement is better, there appears to be a move towards a synergy of the two, (Reynolds, Hopkins & Stoll, 1993:37-58).

In this research study it is my aim to create new theory about staff development and educational leadership that can be added to the existing body of knowledge as my contribution. The point that needs illumination at this juncture is that the epistemology of the one context need not be safely and jealously guarded as was demonstrated by scholars and researchers alike in the 1980s and the 1990s. The emerging rationale is conjoint epistemologies on the basis that the combined energies of the two paradigms would be more effective in problem solving when disputes need to be resolved.

4.5 Methodology

Among the approaches to research that exist are identified many different types or paradigms in educational research with labels that indicate opposite poles: qualitative/quantitative; naturalistic / experimental; case study / survey; interpretivist / positivist; and non-interventionist / interventionist.

In the practice of research however it is often observed that there may well be a mixture or overlap of two approaches, as for example qualitative with quantitative or case study and survey. Accompanying these contrasting approaches are those terms used to describe research studies such as action research and practitioner research.

The attributes (taken from the list above) which closely match this research project are: qualitative, naturalistic, case-study, interpretive and non-interventionist. The use of interviews, observations and the study of documents in this project clearly indicate the overlap of qualitative and quantitative approaches, which on some occasions are also called mixed methods.

In the ensuing discussion I surmise that positivist approaches make assumptions that there is an external, objective reality which exists, is independent of the observer. The

positivist researcher would therefore seek generalisations and 'hard' quantitative data. The interpretive researcher using qualitative data, on the other hand, accepts that the observer makes a difference to the observed and the ontology is not pre-determined and already established, but that it is a human construct.

One of the most cogent arguments for the utilisation of qualitative data in educational research, which applies in this research study, is that people researched are treated as human beings and not as objects.

As a result of this reasoning it must be stated that the interpretive researcher can explore perspectives and shared meanings and seek to develop insights into situations. In this model, data I obtained are qualitative and based on field-work, notes and transcripts of conversations and interviews.

The contrast between the experimental and naturalistic paradigms appear important in the context of this research study, since it will veer towards the naturalistic model in the qualitative mould.

The basic contrasting features between the naturalistic and experimental models are: research conducted in a natural setting or context as opposed to a controlled, clinical laboratory experiment. In the traditional experimental study a control group is set up with features supposedly identical in all relevant respects to an experimental group.

In the clarification of various positions (stated above) seeking to achieve integration and to develop application, it is valuable above all, to suggest new ways of doing social / educational research, to which I point now, through the development of a sufficiently flexible frame of reference.

4.6 Emerging Issues of this Research Study

"Much philosophically oriented discussion remains uncoupled from empirical work", is one of the perspectives pinpointed by Alvesson and Skoldberg (2000:7). Many researchers probably also feel like Melia (1997: 29) who states:

The link between what a researcher does and the philosophical position set out to justify the method is often problematic.

All too frequently, however, researchers acknowledge that this is the case which of course must not be dismissed lightly. There appears to be a need in this situation for integration. The consensus reached among researchers may therefore point to the supposition that interplay between philosophical ideas and empirical work marks high quality social and educational research.

To underpin this line of argument Alvesson and Skoldberg (ibid.) declare:

While philosophical sophistication certainly is not the principal task of social science, social research without philosophically informed reflection easily grows so unreflective that the label 'research' becomes questionable.

Aiming at high quality social/educational research the 'interplay' focused upon in this research study entails the task of applying philosophical sophistication to the research and the qualitative criteria.

In an attempt to reify interplay and integration I have incorporated the following emerging issues in this research study. They are issues because they impinge on the progress of HS. It is my task then to address these issues.

1. To continually aim at high standards at HS.
2. To improve present practice
3. Explore why some strategies were slow to 'take-off' or failed at HS;
(failure defined here as lack of success; unsuccessful in achieving one's goal)
because teachers were resisting change, because they were not confident about doing new things, because the 'culture of change' and their benefits had not been previously clarified for them and teachers were sitting on their 'laurels' as in the 'cruising school' (Stoll and Fink, 1996) scenario..
4. Expose existing practices to evaluation and scrutiny.
5. To assess levels of bias and prejudice both at provider (trainer) level and consumer (staff, student) level at initiation and implementation.
6. Would a process of re-contextualisation (Rorty, 1991) or new signification (Asplund, 1970) illuminate a set of new and hitherto untried strategies?

In this research study therefore, addressing particularly the themes of school leadership and continuing professional development for teachers, efforts have been made to contribute to the existing body of knowledge. From a discussion of the instruments of research and methodology I now turn to an exploration of the appropriate choice of methodology, case study research.

4.7 Case Study Research

The choice of methodology for this research enterprise in a qualitative framework, is namely a case study. In the available strategies that can be considered for this research study are the following:

1. experiments for explanatory studies,
2. surveys for descriptive studies
3. case studies for exploratory purposes

It is now necessary in a process of elimination, in which the most appropriate methodology will emerge, to explain why a case-study strategy was selected. Case-studies are known to give you the entrée to variables and research questions concerning individual, naturally occurring entities, whether these be individual people, in groups or organisations. They would normally focus on current events and concerns, and while they can provide theoretical generalisations for example processes, they do not permit statistical generalisations.

Case –studies differ from the other two strategies (Robson, 1993), in that they are inherently multi-method (typically involving observation, interviewing and analysis of documents and records). I shall argue, along with other researchers, that while an experiment tries to isolate a phenomenon from its context, and a survey deals with context only in a limited way, a case study deliberately concerns itself with contextual conditions as well as the phenomena which are the focus. In this research study therefore, I have deliberately concerned myself with contemporary phenomena within its real-life context of conditions pertaining to HS.

A summary form of ‘what might count as a case-study’ (Wellington, 2000: 91) can, I contend, assist me in locating my case study (and of the six types elaborated upon by

Wellington) I reproduce below number three which matches closely the study of HS in Colombo, Sri Lanka : A study of one organisation.

4.7.1 What might count as a Case Study?

3. A study of one organisation

Examples

Ball, S. (1981) Beachside Comprehensive

Lacey, C. (1970) Hightown Grammar

Walford, G. & Miller, H. (1991) City Technology College

** Fernando, B.(2005) Highdalcarr School, Sri Lanka*

Source: Wellington, J.J. (2000: 91)

*** My research study identified alongside three similar studies**

Table 4.2 The Study of One Organisation: A Case Study

4.7.2 Three Types of Case-Study

My thesis can be subjected to further rigorous scrutiny through the use of Stake's (1994: 237) observations. He makes a distinction between three types of case-study. They can assist us to confirm the particular research strategy selected for this study. The first is the intrinsic case-study undertaken in order to gain a better understanding of this particular case not because the case is unique or typical but because it is of interest in itself.

The second is the instrumental case-study which is used to provide insight into a particular issue or to clarify a hypothesis. The actual case is secondary and its aim is to develop our understanding and knowledge of something else. "*The choice of case is made because it is expected to advance our understanding of that other interest*", Stake (1994, *ibid*). He however contends that the dividing line between intrinsic and instrumental types is very thin and that there may well be an overlap.

The third type is the collective case-study which will investigate a number of different cases. The cases may have similar or dissimilar characteristics but they are chosen in

order that theories can be generated about a large collection of cases. In this way they employ a very different mode of thinking from the single case study.

My thesis therefore can be underpinned by Stake's second type of case-study, the instrumental, which is used to provide an insight into particular issues (in this research study, constructed in the three research questions) and clarify the hypothesis (as stated at the beginning of this chapter).

In the selection process for a research methodology for this thesis reiterating Stake's view is crucial: The choice of case is made, of HS in this research study, because it is expected to advance our understanding of that other interest, SESI.

From the segments on Methodology and Case-Study research, I now turn to the processes of Fieldwork and Data Collection.

4.8 Fieldwork for Data Collection

For the purposes of conducting research it is crucial to locate a field which is selected for investigation. The theme of locating a field for research is closely linked and allied to its harbinger, the theme of determining a focus of an inquiry (reference to this is made earlier in this chapter).

In classification, this research study is located in the domain of school effectiveness and school improvement (SESI). It is an attempt therefore, methodologically to explore a plethora of reasons within a particular context and how a school chosen for case study attempts to reach the desired outcomes of school effectiveness and school improvement. It simultaneously addresses two questions, why some strategies employed are perceived to be successful, and on the other hand, why in other circumstances some strategies were less successful.

To continue in the classification vein, the physical and social boundaries of this study require further definition at this point. Sri Lanka is a south Asian developing country. Her political and physical boundaries coincide. This is a micro study, of one school

in the country. Its social boundary, displays several unusual and exciting elements. HS is a Methodist Mission English school (originally, with Sinhala and Tamil medium instruction included in the school curriculum today), located in a predominantly Buddhist country.

The socio-economic status of the all-boys school comprises a wide spectrum of the rich and the poor, though invariably being an urban school HS has more rich boys than poor. Of course the school boarding accommodates boys of affluent families who live in rural areas such as in a tea or rubber estate where the father was the superintendent (manager).

HS is a non-fee levying private school, with only the registered teachers' salaries paid by the government, and this only since 1985. The Methodist Church of Sri Lanka is responsible for the governance of HS without the accompanying responsibility where financial support is concerned. HS has no recourse to the conventional sources of funding such as the central government, the local education authority or any other funding body. For these reasons, the HS Welfare Society and alumni organisations play a vital role in raising the required funds to run the school on a daily basis.

Thus, in the data collected at HS for this study, a multiplicity of factors play an important part. These could be included within the social boundary of HS. The research hypothesis and questions constructed to obtain aspects related to the complexities of school improvement processes employed at HS between 1995 –2000 focuses on the identified research themes: those of staff development, leadership, student outcomes, whole school policy reform and stake holder participation. The requirement, that the researcher is able to see the field as a whole and to establish its boundaries is thus fulfilled. A statement of the research themes, again clarifies what can and what cannot be explored in this research study.

Having addressed the first step in the process of data collection, that of 'Locating a field', I now proceed to explore ethics of research'.

4.9 The Ethics of Research

4.9.1 Ethics Signal Criteria which Enables the Research

Ethics refers to questions of values, that is, of beliefs, judgements and personal viewpoints (Hitchcock and Hughes 1995). Responsibility exercised by the researcher in the domain of ethics, I surmise, assumes a central position. Responsibilities relate to the individual researcher, the participants in the research, professional colleagues and the teaching community. In this sense, the ethics of research concern the criteria which on being met enable the researcher to do what is right and correct and which facilitate the anticipated responsibilities referred to above.

In the process of data collection issues associated with conducting interviews and recording observations, such as classroom observations invite comment. Two points need to be focused upon here. Firstly, the analysis of this research is shaped by my own subjectivity and the nature of my interaction with those people I interviewed, namely as former principal of HS.

4.9.2 The Process of Interviewing Colleagues at HS

The second aspect focuses upon interviewing colleagues from within the organisation in which I held the position of principal, between 1995 and 2000. It is imperative to acknowledge that, in no case, this relationship could be neutral. It is also crucial to pin-point this as a critical factor in the dynamics of all of the interactions, including negotiations which involve access to documents and consent for interviews and the ensuing conduct of these interviews.

Gaining access to documents and interviewees, on the one hand, posed few difficulties. I was, on the other hand, perplexed with several personal and professional dilemmas. Relationships associated with the position of HS principal, the head of a well-known school in Sri Lanka, carried both status and power. In the context of

research the resultant implications were daunting including the 'dilemmas of self' (Giddens,1991:201) involved in the transition from school principal to researcher.

Where interviewees' responses are concerned, I exercised another key responsibility. In the thesis, where reference is made to empirical data obtained from interviews, I have therefore deliberately opted to use pseudonyms which make it difficult to identify interviewees.

As a third consideration, I did not have to restrain myself in accordance with the regulations which are normally imposed by the research funding body. Issues associated with researcher positioning, responsibilities and bias, all needed to be addressed, alongside respect for individual research respondents' professional positions.

In order that I may minimise or eliminate researcher/personal bias in this thesis in which I am investigating various practices in the school where I was principal, I have engaged firstly the concept of epoche (Patton 2002:484) and later, other strategies.

Epoche is a Greek word meaning to refrain from judgement, to abstain from the everyday, ordinary way of perceiving things. Through the process of epoche then I utilized the practice of a new way of looking at things, a way that requires that we learn to see things before our eyes, what we can distinguish and describe.

In employing the concept of epoche, I was conscious that as the researcher I need to look inside and to become aware of personal bias. If I could not eliminate or minimise the effect of personal involvement with the subject material, I argued, I must at least gain clarity about preconceptions. The rigour then in my research studies would be reinforced by the attitude shift towards themes under scrutiny accomplished through epoche. This process enabled me to revisit themes such as the CPD of teachers and collaboration and cohesion (see chapter six) which CPD engendered and personal bias was then either eliminated or minimised. The period of time therefore that I refrained from judgement extended to 18 months from January 2002 to June 2004 when I commenced the analysis of data which enabled me to practise new ways of analysis.

Secondly, I engaged both conflicting views and dissenting voices at the stages of data collection and its analysis. This I did alert to the perspective that this was a form of testing the accuracy of the data I assembled. I was aware that as the former principal of HS that some of the data gathered may be subjective in nature. The views of teachers particularly, who expressed conflicting views for example on the well worn theme of CPD of teachers and collaboration and cohesion in their work would, I reasoned, bring objectivity which I sought diligently. These efforts, I believe, contributed to the accuracy and the balanced nature of the data acquired, reducing or eliminating researcher bias in the process.

Thirdly, I attempted to minimise or eliminate researcher bias by gathering data through interviews at HS two years after stepping down as principal. The research process assisted me in this task. I was directed by my supervisors to acquire knowledge, methodology and skills that were crucial for my thesis through courses and peer interaction. The teachers at HS were therefore enabled to respond to interview questions more openly and freely. This was the case I believe because HS teachers felt they were no longer under obligation to a previous school leader and so their responses were reliable and more trustworthy.

Fourthly, I addressed researcher bias by consulting more than one or two sources of empirical data at HS. I was able to extend the parameters in this context to include, besides students and teachers, parents, alumni, governors and representatives of the Methodist Church. In employing content analysis in my methodology and obtaining firm evidence not just from one source I believe assisted me in reducing and minimising researcher bias. Also, the positive support on many occasions that I received from these constituencies reassured me of the validity and reliability of the data.

Fifthly, I addressed researcher bias by employing the British Educational Research Association (BERA: 1992) guidelines in my thesis. In paragraphs two and four they focus upon two elements:

Paragraph Two:

Educational researchers should aim to avoid fabrications, falsification or misinterpretation of evidence, data findings or conclusions.

Paragraph Four:

To report research conceptions, procedures, results and analyses accurately and in sufficient detail to allow other researchers to understand and interpret them.

I recognised however that some of the data I obtained are contentious. In a milieu of competing opinions, conflicting motivations and the absence of a coherent policy relating to mission schools in a south Asian developing country, the issue of how to represent and disseminate the knowledge I obtained was proving to be problematic. This I accepted as a challenge and found the perspectives of Cameron, Frazer, Harvey, Pampton and Richardson (1999:153-154) who argue that 'empowering research', is *research on, for and with*, the 'with' implying interactive and dialogic research methods, appropriate to my needs.

The support I had from students, teachers, senior management, principal, chair of governors, parents and alumni in the research context was indicative of a strong commitment on their part to the research. I gleaned from some of the interview responses that this research can indeed contribute to SESI at HS. It needs however to be stated that dissenting voices and conflicting views far from creating dissonance, enriched the quality of the data and it is my contention that this can prove valuable for the pursuit of empowering research, for this research enterprise was conducted 'with' the respondents.

From the sub-theme of ethics of research and researcher bias I now proceed to explore how the content of interview schedules for this thesis was developed.

4.10 How Content of Interview Schedules (IS) was Developed

In this research study in which I am the sole researcher I set myself the goal of evaluating the SESI strategies I set in place at HS in the five year period I was principal there from August 1995 to August 2000. I affirm the research hypothesis and three research questions (see 4.1 above) that I designed are assisting me in this task. I have included in Table 3.1 the necessary components to establish the link between IS and the research hypothesis and questions.

In chapters five, six and seven on Data Analysis I have engaged in content analysis. According to Patton (2002:453):

‘Content Analysis sometimes refers to searching text for recurring words or themes.for example the speeches of two politicians might be compared to see how many times and in what contexts they used a phrase such as “global economy” or “family values.” Content analysis usually refers to analysing text (interview transcripts, diaries or documents) rather than observation based field notes.

I have harnessed various sources of data in Table 6.5, under the title ‘All sources of data’. In the process of content analysis the intentionality is to marshal data reduction and sense-making efforts that take the large amount of empirical evidence I have amassed and attempt to identify core consistencies and meanings.

I may be informed by the occurrence of core consistencies, that a theme is of crucial significance to all stakeholders of HS. For example there is empirical evidence (documented in chapter six) available about the gains to HS of a Mission school origin. This evidence from the interview responses of teachers, students and the chair of governors makes it a core consistency. In synthesis then I can utilize some or all of this evidence to assist me in the task of evaluation of SESI and other strategies I initiated at HS during my tenure as principal.

To the question then of how the content of interview schedules was developed the response is two fold. Firstly the content of IS was intended to illuminate the research hypothesis 'CPD for teachers is the vital change agent can have more impact if led by the principal within a SESI framework.' This aspect influenced the manner in which the questions were developed and crafted. Secondly, the questions were designed to elicit information and to ascertain whether the efforts of the principal were successful at HS.

For the purposes of exploration, I had designed three IS for teachers. The first was titled 'on learning and teaching strategies', second on 'effective/ineffective teacher and the third on 'teacher professional development.' A typical question in teacher IS 1 is 'what best methods would you use to engage pupil attention in class?' (question 5) and in IS 2 'what are the ways in which you feel you can improve your present practice?'(question 4).

In the responses I obtained from the teachers to these two questions it seemed there were deficits in teacher practice. The plan I have for managing this data and synthesis in this instance, is to ensure I have confirmed the core consistencies and then through responses to a question (question 8 teacher IS 3) such as ' how will you explain the gains of CPD to a lay person for individual teachers and the accompanying institutional gains', to establish both that there are positive/negative responses to the research hypothesis and that teachers may also have positive/negative responses to the evaluatory aspects of teacher CPD.

There are several other instances, for example of students, parents, chair of governors, alumni and Methodist Church representatives whose data can be managed and cross related to obtain serendipitous responses. These can contribute to the enterprise of creative and emancipatory knowledge that may enhance the research effort.

I now embark upon the final and a significant element of this chapter, collecting data in the field, to further elucidate the logistics of this process.

4.11 Collecting Data in the Field

In this research study I am the sole researcher and I have utilized human and non-human instruments for this purpose. The human instruments that are employed are interviews, focus group interviews and observations and among the non-human variety are documents and records. Each of these is receiving further comment and elucidation now.

4.11.1 Interviews

Interviews can be one of the most enjoyable and deeply rewarding activities in a research study. It must be acknowledged however, in the interviews conducted by me at HS, that responses were not total because the respondents, mainly some of the teachers and students may have been inhibited and held back from speaking 'the whole truth', a situation (in this case at HS, several teachers may have recalled conditions at the school when I was the principal) which other qualitative researchers have often commented upon.

Inhibition arises in many instances because some (specially) teachers feel that in the interview questions '*evaluation or criticism is implied*' Hitchcock and Hughes (1995: 163). I was aware of the nature of one's own values or prejudices which might influence the course of the interview and I also paid heed to teacher values, attitudes, political affiliations and often firmly held opinions on what constitutes 'good teaching'. These appear deeply embedded in teacher thinking and I declare, I may ignore them at great risk, obtaining impoverished data.

4.11.2 Focus Group Interviews

Focus groups I operated at HS were small groups made up of six to ten individuals with certain common features and characteristics, such as their age-group, with whom a discussion can be focused into a given issue or topic. They were homogeneous groups of people as the table below illustrates.

Focus Group	Interview schedule number	Theme	Room	Date
1. Year 9	7	Learning culture	Tower room	23.01.2002
2. 11.2	6	Attitudes to learning	Physics lab.	06.02.2002
3. 12 Science	5	School culture	School chapel	11.02.2002
4. 12 Junior prefects	5	School culture	Physics lab.	12.02.2002
5. 11.6	7	Learning culture	Physics lab.	19.02.2002
6. 8	6	Attitudes to learning	Lairn building	13.03.2002
7. 12 Comm.	5	School culture	Physics lab.	13.03.2002

Table 4.3 Focus Group Interviews

I employed focus groups for this research study because I was aware that the synergy of the group and the interaction of its members can add depth or insight to the empirical evidence obtained. A student voice in research, I also assert, is crucial for assessment and evaluation of the performance of the school at this point in time, 1995 to 2000. Another reason why I employed focus groups was that it was virtually impossible, due to time constraints, to conduct individual student interviews. The stand-alone exception was the interview conducted with the Head Prefect, the student leader, who was interviewed singly.

The synergy of the group, it appeared did play a part and the interaction of its members yielded some high quality data. The interaction also produced some form of triangulation, that views expressed were not too single minded but had acceptance within the group. If on some occasions one view was not too well received then opposing view points promoted further discussions.

One of the weaknesses of focus groups was the domination of one or two leading voices. This, I claim, could mean lower quality unrepresentative data which was likely to affect its accuracy. I was however able to manage this phenomenon by encouraging many in the group to respond.

4.12 Observations

Of the human instruments I employed for this research study, observation is one in which a large number of components of human behaviour are incorporated. If components such as emotions, unconscious behaviours, motives, concerns and beliefs can all be obtained in one interview whether individual or group, then it must be acknowledged that it is valuable and enriching data. Such data can only lift the status of the research to a higher level. The table below (names of informants are anonymised) documents the six observations I made at HS.

Teacher	Subject	Year group	Room	Date
1. J. Fecern	Science	10	Hideone	29.01.2002
2. J. Naetern	Science	11	“	05.02.2002
3. S. Benarns	Geography	11	“	07.02.2002
4. N. Mutenas	Maths	9	Lairn	12.02.2002
5. S. Smartins	Maths	11	Hideone	19.02.2002
6. K. Boutels	Maths	7	Lairn	20.02.2002

Table 4.4 Classroom Observations

The type of observations recorded at the data collection exercise at HS is mainly in two categories. The first was the more general corridor, playground, break time, beginning and end of school student behaviours while I was walking about. The second more specific type was classroom observation and these helped to underscore several of the research themes. For example, teachers who in their interviews referred to new pedagogies in classroom practice and how they promoted both good classroom behaviour and improved examination results were able to demonstrate such practice when I observed a particular lesson.

4.13 Documents and Records

I would include as records for the purposes of this thesis, the following: audit reports, minutes, agendas and reports of meetings, reports of the monthly meetings of the governing body, speech day reports, and annual reports for the governors of HS at the Methodist Conference held in August every year.

Among documents utilized are school magazines, newspaper articles, letters and diaries. Gaining access to some records and documents can prove difficult and may pose ethical problems. To ignore them, of course, would be to eschew most valuable sources of information.

For the purposes of this thesis however, as in some other inquiries, documents and records I needed were accessible. One reason for this was their meticulous collection while I was in post.

4.14 Conclusion

The chapter on methodology in most research studies is indicative of the 'what' and 'how' aspects of the research. The end product of a thesis may thus be largely determined by these two factors. It is true to assert however, that the process of research may lead researchers to un-chartered territories and the discovery of serendipitous and emancipatory perspectives may render the research effort unique and of a high quality. Additionally, as I sought empirical evidence to support my research hypothesis and questions I was made aware of the twin responsibilities of researchers- those of respect for all participants in the research and secondly, that of validity and reliability of the evidence I harness towards achieving my research goals.

CHAPTER FIVE: PRINCIPAL ,SOLE AGENT OF CHANGE OR IS SHARED LEADERSHIP PREFERRED?

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Chapter Five

Principal ,Sole Agent of Change or is Shared Leadership Preferred?

5. Introduction

In this chapter I explore the impact of the role of leadership and School Effectiveness and School Improvement (SESI) strategies employed by me at HS between 1995 and 2000. Initially I address two issues emerging from the research hypothesis. Firstly, I explore the theoretical aspects emerging from it, whether Continuing Professional Development (CPD) programme for teachers can act as a catalyst and lead to change, and whether the role of principal increases the likelihood of impact and change. Secondly, to analyse the empirical evidence I have gathered from school principals in Sri Lanka to further underpin this assertion. It is my contention that through this exercise several other issues and their analyses can promote better understanding of the theme under scrutiny, the role of school leadership, which is one of the aims of this chapter.

At the commencement of this exploration, it needs to be acknowledged that there is a plethora of literature in the current research enterprises of school leadership which are ongoing, from which I can draw inspiration and strength for my research endeavour. This thesis labelled a micro study, that is, of one school in a developing country, Sri Lanka, however, poses constraints on the use of available literature on school leadership that is relevant and valid for the purposes of evaluating SESI strategies employed by me at HS.

Concepts of hierarchical, dominating, ‘top-down’ and imposed styles of leadership, are contested and new, more productive leadership styles are sought and were sought in 1995, the year that I was installed as principal of HS in Sri Lanka. Constituencies of teachers, parents, students, governors, the school community, the Methodist Church of Sri Lanka and indeed the Government of Sri Lanka however, had expectations of this new principal of HS.

The immediate need was perceived by the school community was to embark upon school effectiveness and school improvement. The delivery of this expectation had to be two pronged. First, a visibly strong, that is a firm but collegial (see also Abstract paragraph four) style of leadership was required at HS, especially from the new principal. The school community believed it needed to improve its performance. One of the strategies to address this need was in visibly strong leadership. Second, the issue that I personally needed to consider was whether this was the best form that I could offer HS, being aware of the productivity of more open, collegial, shared and distributed forms of leadership.

The theoretical aspects which emerge from the research hypothesis are first, that CPD for teachers is a process which can be the catalyst change agent that promotes school improvement. Second, whether this catalytic change element has more impact if led by the principal. Superseding both these aspects however, is the question whether the principal assumes the role of the change agent not just in the academic domain, but in whatever activity, such as music, drama, sport, and fund raising that require change at the school, in this case at HS. Another crucial perspective is whether as the new principal, the school community automatically expects her/him to engage in initiating change.

The argument that emanates from this discussion, is 'how do practitioners and researchers alike reconcile the two opposing contentions: that if the principal is the sole and dominating change agent it can have more impact or that the principal harnesses the combined strength of the whole staff; and may be, extend this invitation to parents, governors, alumni and in the case of HS, to the Methodist Church?' I now turn to explore this argument in the ensuing discussion.

5.1 Principal: the Sole Change Agent or a Person Promoting Collegiality and Shared Leadership when Change is Required?

This discussion, I declare, can entail on the one hand, the scrutiny of polar opposites; the principal functions as the sole agent of change or the senior management team and other such bodies perform this function. Or, on the other hand, it can exhibit change in whole school perspectives in which there is connectedness between change agents,

that is between the principal and the senior management team, teachers, students and parents, leading to institutional change. On this spectrum of opinion, I assert, it is possible to locate a situation in which the principal initiates change and the implementation and institutionalisation of such change can be performed on a shared basis. The theory then of this first scenario is neatly expressed by Grace (2002:149), making reference to Catholic schools:

....constituencies of teachers, parents and students who believed that the 'proper' role of a Catholic leader was to be visibly strong and dominating and clearly in charge. From these more conservative social constituencies which could also include priests and school governors, expectations for school leadership style were traditional.

This perspective pin-points the expectations of constituencies normally associated with schools. Until recently, that is up to the 1990s, it reports, albeit from the Catholic schools' point of view, that the traditional style of leadership was widely received. In this context, Dunford et al. (2000) trace the evolution of school leadership models in Britain and maintain that the introduction of The Education Reform Act (1988) and the mechanism of Local Management of Schools point to the origins of delegation by leaders, that is, principals' duties to the senior management team (p.3), as early as the 1970s. Dunford et al. simultaneously claim that if effective leadership is lacking within a school, anarchy can be one of the outcomes, which can be detrimental to school improvement. Harris and Chapman (2002:4) and Harris and Day in Bennett and Anderson (eds.) (2003: 93) underpin these conclusions from the evidence they gathered:

While the heads acknowledged that they had all adopted autocratic leadership approaches at critical times they also agreed that this leadership approach was least likely to lead to sustained school improvement.

As I seek to reconcile these two perspectives, a third crucial element has emerged; that of the rapid development of communications technology, and the expansion of commercial air travel which have combined to shrink the global exchange of ideas and knowledge. These have impacted on all leaders in general and more pertinently, for the purposes of this thesis, on school leaders in particular. Dunford et al.(2003)

summarise these perspectives with reference to the efforts of the Royal Society of Arts (1999) and quote from their compendium, *'On Work and Leadership'*:

In these times of rapid development and global interaction, stability is an illusion. The organisation is either going forwards or backwards; it is getting better or worse; it is gaining ground or losing it. It cannot stand still. If the person at the top does not create change, then by definition that person is not a leader (p.7).

Change in whatever domain in a school context then, needs to be taken seriously particularly in the early years of the twenty first century. This is a time when the education service in most parts of the world is facing unprecedented change and uncertainty. In the Royal Society of Arts perspective (above) one compelling reason why school principals focus upon change is embodied in the statement: *It (the school) cannot stand still. It goes beyond.... by definition that person is not a leader if s/he does not create change.*

This clearly demonstrates the interconnectedness between a leader and change that is automatically expected of her/him. Dunford et al.(2000:ibid) refer to the examples of thirteen schools in Britain which they researched; in this study nine out of thirteen principals have included a sub-section on significant change in the chapter each of them has contributed.

These perspectives however refer to change that is required for each of the schools' needs. It is however difficult to focus upon the particularities of one change element that occurred at HS which is a constituent part of the research hypothesis: *the teacher CPD programme, if led by the principal has more impact*, without further clarification of the new emerging consensus of school leadership to which I now turn.

5.2 The New Emerging Consensus of School Leadership

In this segment of chapter five on effective school leadership, in the literature scrutinized so far, although the plethora of school leadership literature continues to increase, several researchers comment on the lack of clarity in these concepts. Harris et al. (2003:23) for example state:

An...overview of the leadership field has highlighted how leadership is being redefined to encompass notions of distributed or devolved leadership practice. While distributed leadership is not a new idea it resonates with the contemporary view that large- scale improvement is unlikely to be achieved by the traditional command and control leadership approaches.

There is therefore, a three-fold purpose in researching this theme. First, to explore such concepts and clarify their meaning; second, assist practitioners and researchers alike, to understand better the practice of the past decades and to ascribe reasons for the success or failure of such practice. Third, to launch further improvement initiatives and additionally build school leadership capacity. In doing this, it is possible to incorporate the distilled wisdom of past practice. Simultaneously researchers need to add to this compendium on an on going basis, of potentially high-yielding and exhilarating work practices which can enhance existing school improvement strategies.

At HS, between 1995 and 2000, I acknowledged in chapter one, that I inherited several highly effective leadership practices. In chapters one to four, I have claimed that HS in Sri Lanka is a successful school. HS, a Methodist Missionary School, was established in 1874 by the British Methodist Missionary Society, and for seventy six years, that is up to 1950 ordained British Methodist Ministers were at the helm as leaders. From 1950 onwards, up until 2004, a period of fifty six years, HS' leaders have been lay people in Sri Lanka. The review at HS of past principals and school history suggest there may be an association between people who were ordained Methodist Ministers and principals of high calibre.

Although there is scarce empirical evidence to support this view, this may be a theme worthy of exploration. This is because, in contemporary times a number of countries, developing and developed, which include Sri Lanka and Britain, acknowledge that school leaders need guidance and support, and have therefore launched national institutions which engage in training principals. The National College of School Leadership in Britain and The National Institute of Education in Sri Lanka have designed their training programmes to equip school leaders in post and aspirants.

HS has sustained its popularity as a school even up to the 1990s particularly when procedures for the recruitment of new pupils operate between August and November each year. This signifies that the leadership and management skills of past principals seemingly have been of high calibre. For the 150 school places that are on offer, for example, there are over 700 applicants. This was partly ascribed to the HS image built over the years, again by the work of principals through their vision, resilience and industry. In 1995, when I was in post, prospective parents indicated to me the four most important reasons that they sought in HS as a successful school: high standards in academic work; producing good examination results; in sports; societies, drama and music; and standards of English and discipline.

To sustain high academic standards leading to good examination results in GCE 'O' and 'A' Level, it is likely, on the one hand, that HS principals may have (unsupported by evidence) employed some form of staff training. There is evidence, on the other hand, that the monitoring of institutional progress was performed formally through inspections at Ministry and Local Government level. Appraisal of staff however, one part of my improvement strategy for HS, was conducted internally. There is no further evidence of any other form of staff development led by the principal that occurred at HS prior to 1995.

Nonetheless, from the mid 1980s, due to regular changes in subject syllabuses, the Sri Lanka Education Ministry adopted the practice of sending 'master' (advisory) teachers to schools, who engage in teacher training to update content and skills of teachers concerned. Besides this practice there was no other form of staff development at HS (refer chapter six). In 1996, a staff development programme, of the whole-school, in-house and in-service variety, led by the new principal was introduced at HS.

In the intensive teacher CPD programme conducted between 1996 and 2000, it was not only classroom teaching strategies that were discussed, agreed and introduced. This was an original change in approach. A wide variety of other themes and issues were also addressed during the CPD programme each term. These included: leadership and motivation, conflict management, school culture, counselling and increased parent-teacher liaison.

In all these efforts to install school improvement strategies the emerging consensus of school leadership Harris et al. (2003:23) point to:

suggests that action among people with a shared desire for improvement and a collective responsibility for achieving that improvement is more likely to result in sustained improvement.

Having explored this perspective, apparently on opposite poles, as to which model is preferred, the hierarchical principal or the more open, collegial and shared practices of the school leader, it appears that the issue still remains unresolved. The new emerging consensus in the early years of the twenty first century appears to be in favour of the distributed and devolved leadership model. For it is deemed, according to school improvement specialists: Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A. and Chapman, C. (2003: *ibid*) to: *result in sustained school improvement.*

This may be what is preferred given the pace of educational change during the last decade. In Sri Lanka too there is evidence of change in this domain in the 1990s but at a slower pace to that in Britain. Amidst this discontinuity and inconstancy, if a particular model of school leadership promotes school improvement, then, I submit, that for at least five years, it makes sense for these strategies to continue. Constant and incessant change, I contend, can be damaging. It is on this launching pad of continuing contestation of this issue that I now turn to an exploration of the second segment of the research hypothesis: *CPD of teachers has more impact if led by the principal*, to further strengthen the argument that particularly at critical times *the principal can be the leader of change in a school context.*

5.3 Continuing professional development for teachers, can act as a catalyst for change if led by the principal

During the first staff meeting I conducted as the new principal at HS in September 1995, I invited all teachers to obtain another teaching qualification to update and support their existing teacher qualifications. I have stated this in chapter six, in the empirical evidence from teachers that several of them signed up for degrees and

diplomas almost immediately. My desire to promote this concept of teachers as learners, I claim, resonates with Barth's (1990) contention that:

if the principal wants teachers to learn, she or he too must learn.

At the same staff meeting I took care to explain that recently I had added to my teaching qualifications, that is, an MA in Education in 1989. I believed it was important for staff to consider me as leading from the front, as a positive role model. To further reinforce this aspect I planned to begin PhD studies whilst in post. I was also keen to convey to them another two of Barth's views, the principal as '*head learner*' with the potential to act as *a catalyst assisting teacher growth* (p.50).

Reiterating these perspectives Day (2003) reporting empirical evidence from a recent (2000) study, pin-points that:

All the principals (in this study) associated leading with learning. I like the idea of being the leader in learning..... Some principals had enrolled for a higher degree- 'because I cannot persuade staff to invest in their own professional development unless I invest in mine' (p.42).

The notion of investing in my own professional development and that of colleagues on the teaching staff was not stated light-heartedly. It was simply not rhetoric for several of the CPD themes were new to me. I had to learn at HS, as it was my first appointment as a principal, and was determined, in doing so to establish benchmarks for the followers. The synthesis of these notions, of the principal, the catalyst leading the learning community with vision manifests itself at HS in an improving school. Senge (1990) in this context pin-points:

Schools that improve and continue to improve invest in the life of the school as a 'learning organisation' where members are constantly striving to seek new ways of improving their practice.

School improvement therefore is at heart a collective activity where organisational learning is a dynamic and systemic process. Another perspective in this context is: when the professional development of teachers is the theme under scrutiny, it is not

merely gaining confidence and gathering expertise in subject knowledge. Wenger's (1998) perspective aptly articulates this view: He believes the focus is:

not on knowledge as an accumulated commodity but on learning as a social system productive of new meanings. (p. 262)

In responding to the issue then 'the principal leading the teacher CPD programme with consultation at HS', the emerging distilled perspective, I suggest, is that it seems desirable. At HS, as recorded elsewhere, the CPD programme and classroom pedagogies such as group work, well known and practised in several other countries, were new. They were hitherto not well received as standard practice. In this climate my decision to address issues of school improvement, had to originate with teacher development. Harris' (2002) perspective in this context resonates with mine:

If schools are serious about improvement, the centrality of teacher development in that process needs to be recognised (p.110).

From the exploration of the theoretical aspects emerging from the research hypothesis: 'CPD of teachers has more impact if led by the principal', I now turn to the analysis of empirical evidence gathered from school leaders in Sri Lanka. I do this to underpin and reinforce the significance of the role of leadership in school matters. The aim of this scrutiny is two fold: first, to analyse the perspectives of Sri Lanka principals, and second, to articulate the role of the school leader at HS.

5.4 Perspectives of School Leadership from Sri Lanka Principals

The five principals selected (two from one school) were from mission schools similar to HS and the intention was to assemble data for analytical purposes. They were interviewed in the spring term of 2002, simultaneously when the HS community was interviewed. Among the responses to the first interview question: 'What would you identify as the key educational goals that you want your school to achieve for its students at the present time?'

In this analysis which includes responses from five Sri Lanka principals, they are identified as principal one, principal 2 and so on.

5.4.1 Principal One.....

.....declared:

One of the key educational goals for our students is for us teachers to create in them good citizens for the larger world outside school to which, I think, our students can fit in well. This would include more than academic achievement, that is, success in external examinations.

There is inference here that hitherto a more rounded education, that is, 'just more than academic achievement' had not been accorded primacy status. This also points to the contention that academic achievement is managed in school since it enhances their reputations. The application of acquired academic benefits, arguably, is left for the world outside to manage.

This assertion directs attention now to strategies that are intended to ameliorate such deficiencies. In several schools, for many decades the academic curriculum alone seems to have dominated. The singular input towards making good citizens of students earlier had been delivered under religious education or moral instruction in Church schools such as HS which was viewed as intrinsically appropriate and productive. The recognition that this dimension, of searching beyond achievement in subject disciplines to enrich the experiences of the whole person, cements the nature of several responses obtained from the principals.

5.4.2 Principal 2.....

.....articulated his perspectives as follows;

To all students in our school the aim (that is, a key educational goal) was to be educated for the whole of life and not merely for the part of it that is concerned with making a living.

The salient concept that principal 2 enmeshes in his response is that of 'whole of life'. As in the response of principal 1, in the context of equipping young people for life outside, in the larger world there is a search for those aspects that can assist a young person 'to fit in well to the world outside' to necessities beyond the world of employment. Of course this notion can be challenged by those who suggest that schools without a religious culture may also train their young people to seek for things that are important, beyond that domain, concerned with making a living.

For example, a student who evidently has special aptitudes for mathematics may in later life train for and assume duties as an accountant. Without training however, for the 'whole of life' this young person, I surmise, may under perform particularly if s/he is unable to manage personal relationships with work colleagues.

Principal Two suggests the following themes as the key educational goals:

Religious values, traditions and good behaviour.

5.4.3 Principal Three....

.....is the head of a Roman Catholic school which is over one hundred years old. He is an ordained priest of this church and as such there were no aspects here that needed further clarification. He was also conversant with SESI strategies having read for a Masters Degree in Educational Psychology at the London University Institute of Education in the late 1980s. This selection of key educational goals signifies a deep understanding of educational outcomes.

To enrich my data, I invited this head of school to enlarge and expand his perspectives. In the context of religious values, to assist young persons to both understand and feel confident to practice them in their working lives, he believes, promotes social cohesion. It can assist this discussion if reference is made at this point to the published series of statements (1987, 1982, 1988, 1998) of the Vatican through the agency of the Congregations for Catholic Education (Grace 2002:125), which principal 3 expounded with authority.

- 1. education in the faith (as part of the saving mission of the Church).*
- 2. preferential option for the poor (to provide education services to those most in need).*
- 3. formation in solidarity and community (to live in community with others)*
- 4. education for the common good (to encourage common effort for the common good).*
- 5. academic education for service (knowledge and skills; a means not an end).*

At his school (which levied school fees in the form of parental donations) he informed me, paying heed to statement 2, at year 6 there were as many as 40 per cent poor(er)

students. Also to encourage students in what is intended in statement 3, at school, projects pertaining to building a community spirit and service were introduced.

Again, a school which boasts of a history of over one hundred years understandably enhances its image through its traditions. At HS for example, a time honoured tradition is the singing of the college song at morning assembly on days when the school met its rivals at cricket. This tradition is perceived to engender social cohesion in the school community and promote bonding, with students feeling encouraged to drive themselves towards higher standards in order to avoid damage to the school's reputation. I claim such traditions can boost SESI strategies in whichever school they have developed.

Tradition arguably, is not merely the ritualistic repetition of what was done in the past for its own sake, but preserved and practised for the relevance of its content to the present. Tradition defined in the context of schools with a history of over one hundred years (HS and other such schools featured in this case study) is: the distilled wisdom of our forbears, which we are free to build upon, but discard at our peril. Without tradition both students and schools would lose their identity. This indeed may entail lower standards in student achievement and lead to the creation of deficit models in motivation and passion and in turn dampen enthusiasm for further growth.

The third component of key educational goals for principal 3 is good behaviour. Both religious values and traditions practised in a school can engender good behaviour. If good behaviour is the norm at school then it could promote good behaviour in the world outside.

In sinking, struggling (Stoll and Fink, 1996) and failing (Ofsted) schools, for example, one factor cited as most responsible for the resultant deficit model is lower standards of discipline and poor behaviour. Good discipline, may be difficult to teach but where found it can permeate the whole fabric and atmosphere of the school. Of course to be successful these high standards must always be communicated to the school population and peers, form tutors, heads of year and others must ensure that indeed good discipline, a link with school climate, is demanded by those who claim ownership of the school.

These then are the emerging hallmarks of SESI within particular schools: citizenship; being educated for the 'whole of life'; religious values, tradition and good discipline as well as academic achievement. Such educational goals initiated and implemented by strong and visionary principals can contribute robustly to SESI.

The data gathered from principals 4 and 5 are not analysed separately since they refer to the same perspectives as those principals above. Principal 4 articulated notions of a balanced education, on similar lines to that of citizenship and principal 5, the development of student personality.

From the theme of key educational goals perceived by five Sri Lanka principals and its analysis I now focus upon another key perspective which is of critical importance to this thesis: the most important features of the role of head. In both chapters one and two, I have stated the need for further extrapolation of this theme. In chapter one particularly I have referred to leadership styles of some of the past principals of HS and together with those of the five Sri Lanka principals, it may be possible to construct new models of school leadership.

5.5 The Role of Principal in Achieving School Effectiveness and Improvement

5.5.1 Principal One, in post for one year (vice-principal before that for twelve years in the same school) when this interview was conducted, enumerated several important aspects that impact on his practice:

I have begun to share responsibilities with other staff, and this I consider a crucial element in my role as principal. I have built confidence and trust in my senior staff. I have delegated some responsibilities to them. An example is the teacher appraisal scheme which senior staff operate together with the principal and vice principal. The singular objective of this exercise is aspiring towards school improvement.

These perspectives can be explored through a process of analysis under two sub-headings:

i sharing responsibilities: an example of delegation of work is the teacher appraisal scheme. ii building trust and confidence in senior staff.

These elements attributed to principal one appear to match with those enshrined in the Transformational leadership model, particularly two elements in it:

- 1. Makes full use of available human resources and*
- 2. Designs and re-designs jobs to make them meaningful and challenging, realising human potential.*

The principal's values, in this instance aspiring towards SESI permeates throughout the organisation and are known to be adopted and subscribed to by staff and an increasing number of parents and students. To principal one sharing responsibility entails a form of distributed or shared leadership in which responsibility and authority were delegated for the guidance and direction of instruction to others. This, he pin-points as a higher yielding device, much more productive than if the principal acted alone.

Principal one had not yet acquired knowledge of the transformational model of leadership or the theory of distributed leadership as had principal three. It appears however that he was already a practitioner whose focus was firmly upon strategies for SESI. He claimed that he had sought to build confidence and trust in staff. This then was the platform upon which he delegated responsibilities to senior staff for the statutory appraisal of staff programme whose operation had only been set in motion in 2001 in Sri Lanka.

This may have entailed complex practices, on the one hand, since there was no tradition of delegation of duties from principal to other staff. On the other hand, his predecessor (that is me, between 1995 and 2000) had launched a programme of delegation. This could have assisted the principal, since there were fewer teachers who now claimed 'there is no tradition at HS of delegation of duties or decision-making to staff'.

5.5.2 Principal Two, was in post for three and a half years when he responded to these interview questions; he expressed regret that a staff development programme he had sought to initiate as the new head had been unsuccessful.

I was appointed principal in 1999. My perceived programme for school improvement, on reflection was I believe, too grandiose. This was because my background in the last post was in the tertiary sector.

In analysis this is an illustration of an over zealous principal, deeply committed and fired about improving his school. His efforts were not successful because he did not sufficiently consult with staff and his awareness of limitations of relying only on self report by principals, was poor. His ambitious programme therefore did not match the immediate needs of staff. The intended intellectual and academic exercise was of high calibre but he lacked the pedagogical skills appropriate at secondary and primary school level. The staff, as a result were unable to claim ownership of the programme and it was viewed as grandiose and impractical, as he recognised.

Among other aspects of the role of leadership, principal 2 was eager to state were:

I invite participation and I consult staff when the occasion demands it.

In analysis this perspective appears on the opposite pole to that of principal 1. In one sense it can be labelled a strategy which firmly establishes the stance that as principal he is in charge. On the other hand however, it is a constrained form of participation that he obtains from the staff, because the invitation to participate is only on selected and special occasions. This may inhibit staff responses and therefore turn out to be unproductive as in a situation in which consultation and participation were less imposed.

5.5.3 Principal Three responded to issues of the role of leadership as follows:

To initiate and implement any new projects the principal must be prepared to work towards winning the confidence of staff. Most of all the strategy should be for staff to know that you know, and signal that you have travelled on those paths before; that you will not entrust tasks to them that you cannot do yourself. There is trust and respect that you need to convey to staff and very boldly indicate that we, the leader and the followers, need to be united to achieve the higher goals for ourselves and the students.

Principal 3 raises a host of issues. First, do all school leaders need to win the confidence of their followers? On the one hand, if a new leader signals that s/he

is keen to seek consensus from her/his followers, it may be interpreted as a weakness rather than a strength. This notion resonates with Grace's (2002:149) claim: heads in the survey he conducted expressed the view that consultation is a form of weakness. This may be seen as an obstacle to collegiality that the leader is endeavouring to build and encourage. On the other hand, formal, informal and helpful relationships that deliberately promote collegiality may assist SESI.

Another related issue from this discussion is: What accurate signals can a head obtain from her/his followers that s/he is on the correct path? Or would a strong or weak leader continue with her/his decision without consultation? It may be a 'top down' decision and according to Catholic school culture, heads may be simply labelled 'legitimated sole agents of decision making' (Grace, *ibid*); then how can a head proceed with her/his planned and visionary work for collegiality and SESI?

5.5.4 Another Cluster of Emerging Issues that this scrutiny raises; that schools are unique places and strategies for one school cannot, without much study, be replicated. At best a strategy, for example of initiating a staff development programme conducted with success in school, may be tried in another school, of course with several modifications. Intrinsically linked to this issue is that of when and how to consult staff. Principal 2 in this study did not consult staff enough and he expressed regret later. From this situation of disappointment at an early stage in his headship will he be able to restore any confidence the staff has in him as a strong and robust leader, which is crucial to his work at the institution?

These are questions heads in post and those aspiring heads need to be exposed. There are simply no quick fixes or magic answers. Principal 2 in one of his responses stated: 'I invite participation and I consult staff when the occasion demands it'. What and when does that optimum situation occur? It is a complex scenario and new heads and those in post can learn from the experiences of others and create and innovate in their own circumstances.

From an analysis of data that pin-point key educational goals and other perspectives from five Sri Lanka principals, I now turn to an analysis of my role in HS as school leader, in attempting to utilize CPD of teachers' programme as a lever for change.

5.6 Analysis of My Role at HS as School Leader in trying to Employ CPD for Teachers as a Lever for Change

The Harris (2002) contention 'If schools are serious about improvement, the centrality of teacher development in that process needs to be recognised', is closest to those initiatives of CPD of teachers I introduced at HS between 1995 and 2000. In this context, to unravel practices at HS and their impact I state the improvements intended to assist in its explanation. First, I was determined to improve HS' examination results. Second, the modus operandi that I perceived it entailed is staff development.

Improvement at HS as stated elsewhere, was an expectation of the principal by the school community section 3. 1). Over the last decade increasing empirical evidence of improvements brought about by school leaders who engage in teacher development in Britain has been emerging. Harris and Day (2003: 91, 92) report on some outcomes of twelve in-depth case studies recorded in NAHT (2000) and Day et al. (2000).

Ever present in the actions of the headteachers in the study was the firm belief in teachers as the key to successful school improvement. All the heads in the study vigorously promoted staff development whether through in-service or

The unity of purpose articulated in this data, the claim of headteachers that staff development can lead to successful school improvement resonates clearly and neatly with the research hypothesis of this thesis:

CPD of Teachers, the change agent has more impact if led by the principal within the framework of SESI.

These perspectives undergird most initiatives I introduced at HS.

The accumulation of empirical data however, as yet, resulted in a coherent understanding of school leadership (discussion also in section 2.9). So far the study of leadership points to issues of style and levels of decision-making. The leadership arena therefore appears to contain several competing theories and counter claims. This, I believe, confuses and muddies the water leading to further complexities, so that generating a single overarching leadership theory becomes almost impossible and may be even undesirable.

West et al. (2000: 32) suggest that it is possible to identify a number of phases in the ongoing development of leadership theory as follows:

- i personality or trait theories of leadership*
- ii behavioural theories of leadership*
- iii situational approaches to leadership*
- iv transformational theory: a link here between leadership style and the culture of the organisation*

In the school leadership model that I aimed to construct at HS based on these perspectives, particularly West et al. (ibid) iv, and other literature that I have read and synthesised up to now, that is, 2004, I have attempted to frame a hybrid leadership theory.

In order that I may demonstrate which elements have shaped the construction of my school leadership model at HS, it is appropriate, firstly, to give a brief account of my own background. Secondly, I intend employing perspectives of school leadership researchers to analyse and interpret some elements of my practice as principal at HS.

In section 1. I comment on the notion: 'The governors and the school community at HS had sought my services as principal when the vacancy was advertised.' Seeking my services was influenced by, several criteria:

First, my lengthy experiences as school teacher in various capacities in Britain and briefly in Sri Lanka, a multi-facet background; second, I was an alumnus of HS, as such I was equipped with an intrinsic knowledge of its culture.

Third, the Methodist Church in Sri Lanka, directly responsible for the governance of HS, (the President of the Sri Lanka Methodist Conference is HS chair of governors) insists that the principal must be a practising member of the Methodist (or one of the mainline) Church(es); fourth, their firm expectation that the leader needs to, 'breathe the life force into the work place and keep the people feeling energised and focused', Bhindi and Duigan (1996: 29), so that appropriate school improvement strategies are set in motion.

Analysing the first perspective, how they 'sought my services', the HS community had targeted a multi-faceted person as its future principal. Among selection criteria were those of academic qualifications and lengthy experience in the primary and secondary sectors. In sections 2.4 and 2.7.3 I have elucidated this notion: 'My experiences as an educator transcends what is stated in the Bacchus model.' While he refers to a dual movement of educators, from a less-developed country moving to a more-developed country; mine extends to a tripartite movement- from a less-developed to a more-developed country and then back again from the more-developed country to the less-developed country. This personal and professional history, I claim, affected my practice at HS.

Those qualities of a principal that fit a person to the post seem explicitly to link with academic qualifications and previous experience in a similar post. When a new principal was sought for HS however, it appears in analysis, a number of other criteria needed to be considered. With reference to the second criterion, for example, an alumnus who also possesses academic qualifications and the relevant experience was preferred to another who was not an alumnus.

The third criterion, that the principal must be a practising Christian, preferably a Methodist, which the Methodist Church of Sri Lanka insists has enabled HS to sustain a broadly Christian ethos. In analysis I raise the issue 'how important is it for HS to continue to subscribe to its founder Christian ethos?

In section 1.4, quoting Jayeweera (1989), 'the Christian domination of the power structure in education', I have noted that mission schools such as HS were set up in the nineteenth century for particular purposes. Initially they were funded by religious institutions to establish a base in the country for the spread of their religions (p.3). The Sri Lanka Methodist Church today therefore is the guardian of all Methodist affairs in the country. This is the reason I ascribe, to the intensity of feeling in the Methodist Church of Sri Lanka, to sustain in HS, the only remaining premier Methodist boys' school (other, earlier Methodist Mission schools such as KGW and RHD and others are now state administered) a Methodist/Christian image.

Of course, through a process of deduction and interpretation, operationalising this notion involved both opportunities and threats. One crucial opportunity for the Sri Lanka Methodist Church is the upholding of Christian values and attitudes in a predominantly Buddhist country. One threat I have commented upon (in section 1.9) is the issue 'the vexed perspective, why perpetuate alien colonial systems (in this instance, HS a private mission school) when their gains accrue to a micro element of the Sri Lanka population? This contention, which had a bearing on my practice, has already been debated over many decades and I believe, will continue.

The fourth criterion pertaining to 'firm expectations of the principal', have/are being articulated by all stakeholders of the HS community. I have stated elsewhere that the previous post-holder was retiring and that was an opportunity to find a dynamic new person as principal. The process that was in operation at HS in 1994 about which I was informed when I assumed duties, that is, the teachers, students, parents and others were now eagerly awaiting the change of school leader.

The achievements of the outgoing principal were celebrated, as in any other school setting, but the new principal, they believed, can infuse enthusiasm, energy and efficacy to the productive work-force. Awaiting the change over a period of six to eight months had been tiresome. Over the past few years standards both academically and in co-curricular activities such as sport, were seen to have fallen.

HS however, had not entered a struggling or failing school phase, because its foundations were well laid. Organisationally the school was well established. But the innate energy and focus which often the school culture provides was now missing. The sparkle, the effervescence, the passion and a sense of mission were lacking. These, the school community perceived can be furnished by the new principal. The expectations of the new school leader at HS were indeed high. Having explicated my own background as relevant to this post I turn to perspectives of school leadership researchers to analyse and interpret some elements of my practice at HS.

5.7 Analysing School Leader Practice at HS

I have noted in chapter 2 that 'I now possess a more comprehensive view of educational leadership which indeed can lead to the construction of a model that is more visionary, more inclusive and more productive.' In analysis and interpretation of leadership practice at HS I intend focusing upon those elements underpinned by scholarly research themes which may assist me in this task.

The research hypothesis which is an integral component of the whole thesis reads as follows: 'Continuing professional development (CPD) of teachers' programme, can act as a catalyst for change, and whether it has more impact if led by the principal'.

5.8 Scholarly Research Themes which underpinned HS Leadership Practice

5.8.1 Leithwood, 1999

First of the research themes I employ is from Leithwood (1999), who in this context suggests that the transformational leader pursues the continuing professional development of teachers and builds capacity for learning within the school.

It is apparent, first that I matched Leithwood's notions on CPD and simultaneously, I would label myself in that mould, as a transformational leader, (discussion on this theme is also found in chapter 2 and chapter 3) and earlier references in this thesis confirms this match. To support these arguments I quote also from Teddlie and Reynolds (2000) and Creemers (1994) that there is 'neglect of the primacy of instruction', the premise on which I based strategies of teacher CPD and SESI at HS. Likewise it has been argued that and 'It has become widely accepted that staff development plays a pivotal role in school improvement.' (Barth 1990; Hopkins et al. 1994; Joyce and Showers 1995).

5.8.2 Blasé

The second research theme is from Blasé, 1989. He argues that leaders acting in this transformational mode try to use power with or through persons, in this case teachers, rather than exercising control over them. In the leadership modes of behaviour at HS,

I suggest that there are hallmarks of the transformational model. Harris 2003, extending such arguments, comments: 'At its most basic level, to transform essentially means to change, so in this respect any leader who brings about change could be viewed as transformational. In the leadership literature however, transformational leadership has a more precise definition. It is concerned with relationships and engagement of individuals,' (p.17).

In this context, I argue, that power exercised through and with people as against over them, a form of 'top-down' style of leadership, promotes collaboration, cohesion, inclusivity and democracy which in turn leads to effectiveness and enhanced performance levels. This same notion has involved Hodgkinson (1991) and Sergiovanni (1992) to comment that leadership is more a 'moral art' than a technical science. Further pursuance of this train of thought yields shared or devolved leadership activity where this is chiefly not the prerogative of the leader. The second research theme then, about power incorporates perspectives from Hodgkinson and Sergiovanni.

5.8.3 Burns

The third research theme relates to Burns' (1978) seminal work on school leadership. At HS it has activated practice, which I suggest, assists in inspiring both followers and the leader. It assisted in the breaking of boundaries where previously the leader, and followers and their practice remained securely guarded, on opposite sides of an imaginary fence. Burn's perceptions: 'where people, leaders and followers, raise one another to higher levels of motivation and morality', were not possible. This scenario where strict and technicist, job-related or role related job descriptions are binding, does often seem restraining and even debilitating.

If one argues that the leader is best placed to raise others to higher levels of aspiration and practice, then, problem solving opportunities may be limited and the organisation may not attain higher levels of SESI. At HS an opportunity that unravelled the potency of collaboration of followers and leader is illustrated as follows: there are four actors in this event, two senior teachers, an errant fifteen year old found to be

misbehaving (described as a serious misdemeanour) outside school premises during a work day, and the principal.

The existing job description, if strictly operated, only the principal possessed the authority to meet out sanctions in this case, most probably expulsion for the student concerned. Instead, after assembling all the details of the event, discussion and negotiation about what forms of alternate sanctions can be employed, in consultation with his parent (mother), and the principal, the decision was taken to retain the student at HS.

This was a landmark decision. It was involved with risk-taking. The principal in this case accepted the recommendations of the two teachers to avoid expulsion. It is an example, I suggest, of followers raising the leader's thinking and action to higher levels of motivation and morality. It did not involve the stereotypical manner in which the principal was the sole decision maker; neither did it involve a long term damaging sanction meted out to the 15 year old student.

5.8.4 Peters and Austin

I utilise Peters and Austin (1985) perspectives now in succession, as the fourth research theme. In their construction of a transformational model of school leadership, they include several attributes. In this mode a school leader, they claim, can exhibit the following concepts: cheer-leader, enthusiast, wanderer, dramatist, coach, facilitator and builder.

One initial impact of acknowledging a list of seven attributes of school leadership, all rooted in one person, in analysis is a rousing array of qualities. In the table below, I set out some of the ways leadership practice at HS can be identified:

Leadership Concepts as framed by Peters and Austin (1985)	Examples of Practice at HS
Wanderer	Management by walking about the school campus: classrooms, corridors, toilets, play-grounds, sports fields
Facilitator	Attending internally : Departmental, Faculty, Pastoral, Student and Religious meetings: externally at Parents and Alumni meetings promoting collaboration and team work.
Enthusiast	Verbally and through body language encouraging and accrediting students, teachers, parents and alumni activities.
Dramatist	Using school assemblies and other forums to demonstrate the strengths of school culture to students and staff.
Coach	Both students and teachers receive coaching from principal on important occasions.
Cheer leader	At school assemblies and at sports events
Builder	Initiating and constructing the One hundred and twenty fifth anniversary building to centralise the work of the Foundational Years, one to four; (see chapter six, 6.7.2.1 p.37) for pastoral heads' views on the gains of the new building.

Table 5.1 Peters and Austin (1985) Leadership Perspectives examined in relation to HS Leadership Practices

5.8.5 Kouzes and Posner

Kouzes and Posner (1987) perspectives re-echo the Peters and Austin concepts which are linked to the fifth and final research theme I have employed for analytical purposes in chapter five. The leadership perspectives they articulate in the transformational mode are as follows:

1. the ability to inspire a shared vision
2. the ability to challenge the process
3. to enable others to act
4. to model the way
5. to encourage the heart

These five perspectives analysed en masse firstly, are creative and innovative; secondly, they break boundaries, they invade uncharted waters and go beyond the currently existing frames of practice. I have opted to employ them because they match my practice at HS closely.

Each of these perspectives is activated in this instance by the principal. In this sense it appears 'top-down' and authoritarian in nature. In each case however, I claim, a beginning had to be made. In the given circumstances, as the new principal, with a host of expectations demanded of him, it seems unrealistic to suggest, first that the principal should consult the recipients and obtain consensus decisions, because this would, secondly, delay the whole process of school improvement with ensuing damaging outcomes.

Kouzes and Posner (1987) perspectives in their publication ‘The Leadership Challenge’.	HS principal’s responses between 1995 and 2000
1. Ability to inspire a shared vision	Vision for the school must be shared and collaboratively activated for cohesion and higher productivity
2. Ability to challenge the process	I challenged teacher mindsets of responding to existing structures of autocratic leadership
3. Enables others to act	I presented strategies which invite and engage others in school improvement
4. Model the way	I demonstrated notions of opportunity, challenge, respect and trust for colleagues and transparency in all actions
5. Encourage the heart	I activated perspectives that reach beyond knowledge and present practice to social systems which establish new meanings and leads to productivity

Table 5.2 HS Principal’s Responses to Leadership Practices framed by Kouzes and Posner (1987)

Second, if teachers are unfamiliar with new strategies such as participatory decision-making and responding to consultation and negotiation, may all mean time is lost. In the case of HS therefore, the new principal was the prime initiator of SESI strategies. The table 5.2 above illustrates some of the responses/initiatives of the HS principal.

5.9 Conclusion

In this chapter which deals with the analytical elements of the role of school leadership there is greater clarity in the notion that there have been several aspects of change. It is not change that is optional but change that is needed if those employed in the educational domain are to deliver what is expected of them. If this does not occur it can only lead to disjointed incrementalism.

Another factor which, on a continuing basis affects all arenas in an economy, is the frequency and rapidity of change. The constancy in change factors in educational affairs, I suggest, is reflected in the range of leadership theories that are being constructed on an ongoing basis, which in turn pressurises school leaders to seek changes in their practice. This and other strategies, I believe, are having a positive impact on schools the world over.

In identifying the particularity of analysis in this chapter I refer to the leadership practices of other principals (of similar schools to HS) in Sri Lanka and my own leadership practice at HS; simultaneously exploring the possibilities of constructing a hybrid leadership theory.

I have drawn on the research studies of some leading authors in the leadership field such as Harris, Day, Hopkins, Hadfield, Chapman, West and Grace from the UK and Leithwood, Blasé, Burns, Peters and Austin, Kouzes and Posner, Senge and Barth from the USA; to assist me in this analysis. The resonance established between my leadership practices and those articulated by the researchers I suggest, in methodological terms is a form of triangulation which validates my practice.

The inauguration of National Colleges of School Leadership in Britain, in Sri Lanka and other countries signals the desire to cope with the demands of the educational domain in the national context in recent years. School leaders, increasingly need well planned and compulsory training before the challenges of school leadership confront them in post. In my blueprint for successful school leadership I would recommend a closer link between school leaders in post to sustain a strong relationship with the domain of research. This would entail constantly updating one's knowledge and skills to stay ahead of new strategies and a passion to aim at enterprising SESI programmes at school level.

From the analysis of empirical evidence on school leadership I now turn to followership perspectives to assess the success of the CPD for teachers programme; the Middle Managers' and Vice-Principal's views of their practice at HS in chapter six.

CHAPTER SIX : ANALYSIS OF TEACHERS', VICE- PRINCIPAL'S AND MIDDLE MANAGERS' PERSPECTIVES

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Chapter Six: Analysis of Teachers', Vice-Principal's and Middle Managers' Perspectives

6. Introduction

In this chapter I have asserted that of Stake's (1994) three models, the instrumental case study can best support this research endeavour. I therefore now turn to address the task of how I may achieve this. I need to re-iterate in this context that each of the elements of this research, that is students, teachers and others in 'the case explored' can illuminate, enhance and develop our understanding 'of that other interest', school effectiveness and school improvement (SESI). The rationale for case study is articulated in the chapter on methodology (chapter four) thus establishing a link between methodology and data analysis.

To explore the other interest, I, as principal of Highdalcar School (HS), in 1995, the case study school designed a school development plan (SDP). This as shown in Table 6.1 had several hallmarks of SESI strategies, depicted in Table 6.2. The SDP encapsulated virtually all aspects relating to HS and how it functioned. This is a systemic design which aims to explore the case, how students, teachers, principals, parents and other stake holders supported the HS SDP, thus promoting the understanding of that other interest SESI. This process however could be reversed to explore how SESI can illuminate the case study.

The SDP at HS comprised five tasks, as shown in Table 6.1 (below). Before the data collection stage, interview schedules (IS) were constructed to elicit responses which illuminate the case.

The Highdalcarr School: School Development Plan-1996/97

1. Review and develop whole school management systems
2. Develop strategies for raising student achievement
3. Develop structures for student support
4. Develop systems to support all staff
5. Develop effective administrative support systems

Table 6.1 The HS school development plan

A firm foundation for the sustained productivity of the SDP at HS was sought in the Sammons et al (1995) 'Eleven factors for effective schools' (SE), (Figure 6.2). I had previous experience (twenty years) in utilizing these strategies on the British scene in the secondary school sector. In Sri Lanka too similar SESI strategies were simultaneously being introduced. As in Britain, educational reforms were planned in Sri Lanka (see also Table 1.2) in the 1990s. I therefore surmise that the stage was set for SESI seed to be sown at HS in 1995. This research study is therefore an attempt to explore aspects associated with the introduction and implementation of SESI strategies at HS.

Table 6.2 below shows the link between Sammons eleven factors for effective schools and some themes selected for a programme of teacher continuing professional development (CPD) at HS. Until February 1996 when the first CPD programme for teachers was conducted in-house, activities such as CPD were unknown at HS. Responses to teacher CPD interviews, IS three: question five makes this amply clear.

To the question 'Prior to 1996 were teacher in-service courses conducted in-house? When, by whom, and can you recall some of these themes?

The first teacher's response was: 'I cannot remember any in my 19 years service at HS, (1983-2002).

The second teacher's response was: 'There were no CPD programmes comparable to those at HS between 1996 and 2000, conducted by the Sri Lanka Education Ministry or at another level'

The professional development strategies then, selected with careful deliberation could be seen to relate to and include factors three: A learning environment and eleven: A learning organisation in Table 6.2.

6.1 Sammons, Hillman and Mortimore (1995: 8) Eleven Factors for Effective Schools

Sammons' eleven salient factors for Effective Schools	HS CPD of teachers themes/titles
1. Professional leadership	Not utilized at HS
2. Shared vision and goals	1. Shared vision and goals
3. A learning environment	2. An attractive working environment
4. Concentration on learning and teaching	3. Emphasis on learning and teaching
5. Purposeful teaching	Not utilized at HS
6. High expectations	4. High expectations all round
7. Positive reinforcement	5. Positive reinforcement, feedback
8. Monitoring progress	6. Assessment, recording and reporting
9. Pupil rights and responsibilities	Not utilized at HS
10. Home school partnership	7. Raising student achievement through increased parent teacher liaison
11. A learning organisation	8. School-based staff development

Table 6.2 Link between Sammons' et al. Table of Eleven Factors for Effective Schools and HS CPD of Teachers' themes

It must be conceded however that some teachers at HS were exposed to SESI themes (not named SESI in Sri Lanka) externally. This further reiterates that in Sri Lanka SESI strategies were not introduced in a totally alien environment. To reinforce this aspect, some teachers who attended externally conducted CPD had claimed at those sessions that at HS they had already received illumination on such SESI strategies as school-based assessment, monitoring progress and high expectations.

In Table 6.2 I have attempted to clarify the interconnectedness between Sammons' eleven factors for effective schools and HS teacher CPD themes and titles. A further point of clarification is necessary now and that is to explain why I have focused only on eight of Sammons' eleven factors. This I have made clear in the chapter on methodology, that the first two themes selected, namely 'strategies for SESI' and 'emphasis on learning and teaching', I did in consultation and with the assistance of three senior teachers at HS. The remaining eleven themes emerged after these two seminars had been concluded. Themes such as team work (theme number 3; the entire

teacher CPD programme, 1996-2000 is reproduced in Appendix F), counselling (number 4), assessment (numbers 6 and 7) selected by teachers signalled the current needs at HS. The overarching objective of the teacher CPD programme and other initiatives was the creation of an improved learning organisation (one of the intended outcomes of this thesis: number 11 in Sammons' Eleven Factors) in the SESI mould at HS.

6.2 Data Collection and Analysis

The interview data gathered from teachers, the Senior Management Team, that is, pastoral/faculty heads and the vice-principal of HS are the main features of Chapter six. The availability of staff during their non-contact periods, and matching them with dates and times I was available assisted me to construct a time table for interviews which did not prove too problematic. Altogether I interviewed teachers in the first four categories of the Table below, with the addition of the vice-principal, this list made up a total of 48 teachers and the vice-principal (not on the chart).

Number	Interview schedules	Research hypothesis(rh) research questions(rq)and SESI strategies
1.	Teacher: Learning and teaching strategies (9)	rh., SESI
2.	Effective and Ineffective teacher (17)	rh., rq 3, SESI
3.	Teacher continuing professional development (CPD) (17)	rh., SESI
4.	Pastoral/Faculty Head (5)	rh., rq 3, SESI
5.	Student: School culture (4)	rq 1, SESI
6.	Attitudes to learning (2)	rh., SESI
7.	Learning culture (2)	rq 1, SESI
8.	Principal: Aims and pillars of Education (1)	rh., SESI
9.	Student involvement (1)	rh., rq 1, SESI
10.	Parents: Involvement with school (3)	rq 2, SESI
11.	Governing Board and Alumni (4)	rq 2, SESI
12.	Sri Lankan Principals (4)	rh., rq 1&2, SESI

Table 6.3 Link between IS and research hypothesis and Questions(next to each interview schedule (IS) is the number of interviews conducted.

(This Table is also found in chapter four)

As shown in Table 6.3 I sought to elicit a variety of perspectives from seven groups at HS. Chapter four on methodology refers to how the research instruments were developed. Discussion on data in this chapter on analysis therefore, is shaped by the findings from those research instruments. In summary all sources of data utilized in this research enterprise include the following:

- | | |
|--|------------|
| 1. Semi-structured interviews for teachers and principals | Appendix A |
| 2. Student interviews: individual and Focus group | Appendix B |
| 3. Classroom observations | Appendix C |
| 4. Records: | Appendix D |
| 01 principal's reports to governing board meetings | |
| 02 annual general meetings of PTA and others | |
| 03 annual Prize-Giving: principal's reports | |
| 04 annual principal's reports to the Methodist Conference | |
| 05 notes from CPD programmes | |
| 06 parent and alumni letters of tribute | |
| 07 my diary notes from 1995 to 2000 | |
| 5. Documents: | Appendix E |
| 01 School Policies-examinations, referral, code of conduct | |
| 02 HS-125 th anniversary (1999) and other magazines | |

Table 6.4 Sources of data assembled in the Appendices

Emergent themes that are observed in more than one source of data, need further probing. This was done on my subsequent visit to HS between January and March 2002. Themes were identified on the basis of content available to me. An example is the programme of teacher CPD conducted at HS to which reference is made in student, teacher and principal interviews, in governing board reports, in annual prize-day reports, principal's reports to the Methodist Conference and my diary notes (see Table 6.4 above).

Further discussion on CPD of teachers' programmes, the institutional and individual gains of conducting these in-house and the holistic nature of education on offer to students at HS formed the basis of subsequent tools developed for the study (Guba

and Lincoln, 1985). It is therefore crucial to note that this type of exercise promotes the validation and accuracy of data, originally obtained from more than one source. For example interviews, class room observations, documents and records through cross-reference and triangulation would increase the accuracy and validation of the data thus improving the quality of the research enterprise.

Class room observations of two science lessons in years 10 and 11 are a case in point. These were documented by me (Appendix 2C). I note that through them I could evaluate the ninth CPD programme (held 24th October 1998) on the theme 'Classroom methodologies and student productivity'. My assessments of the CPD programme through class room observations alone would render them subjective perceptions which can affect the validation, accuracy and trustworthiness of data. I therefore employed student and teacher interview responses, documents, and my diaries named in Table 6.4 for the purposes of triangulation.

Reference needs to be made at this point to the order in which data are presented in the case-study below. A mass of data has been gathered for this thesis and a great deal of it is linked to the research hypothesis and three research questions on which this research study is based.

In chapter three I have made a link between the research hypothesis and SESI literature where Sammons et al. (2002:3) have accorded primacy status to teachers and teaching. To further undergird this contention Harris (2002: 32) asserts:

Teacher development is a major component of all successful school improvement programmes.

In the analysis of this case study therefore, class room teacher aspects at HS are receiving scrutiny first, (along the lines pin-pointed by the above researchers) followed by matters pertaining to other stakeholders.

6.3 Analysis of Empirical Data from CPD of Teachers Interviews

The research hypothesis which raises the issue whether CPD of teachers indeed demonstrates that the principal initiates and staff progresses SESI strategies at HS,

receive focus and interpretation first. The analysis strategy I have employed to explore the status of CPD in integrating the SESI initiatives at HS is through delving into the teacher responses from interview schedule (IS) number three titled CPD of teachers. This can help unravel the perspectives of teachers at HS to the treatise 'CPD of teachers is a vital instrument that can be utilised to achieve SESI.'

6.3.1 Empirical Evidence Assists the Understanding of the Concept of CPD

One of the responses to IS 3 question one 'What is your understanding of CPD of teachers?' is as follows:

In today's world teachers' knowledge and professional capability need to be enhanced from time to time. Teachers must not stagnate, they must move forward.

There is an assumption here that knowledge and professional capability must be enhanced or be built upon already existing bases. This is a positive outlook, because some other teachers at HS had questioned:

Why do teachers who are already qualified need to pursue further training activities?

Another teacher commented that it was impossible to avoid or postpone CPD because everything else around us was changing.

When knowledge in general, as for example in medicine, economics or technology is being updated, subject knowledge at school level appears dated. This is a compelling reason to pursue relevant programmes in CPD.

If teachers reject CPD therefore they may find themselves under performing for the reason that their knowledge and professionalism have passed their 'sell by date'.

One teacher respondent asserts that practice in this respect had changed in recent times. This teacher was emphatic that a cogent argument for CPD is that teacher morale and enthusiasm can drop five (more or less) years after training to be a teacher because what is offered in the classroom has no sparkle to it. It is unexciting both for student and teacher. This respondent went further, by pin-pointing that CPD may

promote peer interaction and collegiality which then can extend and further improve levels of performance.

After our initial training activities are over our motivation for teaching will fade because of the fear that we will repeat ourselves and so our teaching will not be exciting. When interacting with students we always need to be 'ahead' of the knowledge frontier.

From the new knowledge and skills acquired through CPD and interacting with our peers we will often find that we are energised and fired to perform at a much higher level.

In Sri Lanka, for sometime now, the basis for the evaluation of teacher effectiveness and productivity has been the length of service. If for example a teacher counted twenty year's service s/he was declared by many as a better quality teacher than someone else who counted only five or ten years. CPD can boost teacher performance along the lines the Sri Lanka Ministry of Education proposed in the 1998 reforms. This teacher elucidates a two fold perspective.

First, that CPD is necessary per se. Second it is incumbent that teachers in Sri Lanka should do this because otherwise we should be seriously found wanting.

The evaluation of a teacher's productivity in recent years is no longer measured in terms of length of service but is more illuminatingly based on professional development. For example it is based on how many CPD programmes and other training schemes s/he has attended. This has been included as part of the 1998 Educational Reforms to attempt to bring Sri Lanka educational standards in line with world educational standards.

In this context a senior graduate teacher respondent claimed:

Among us teachers there is a myth that we are knowledgeable enough after our initial training for our jobs as teachers.

The key concept here is seemingly that whatever the teachers over the years had accepted as the norm and an appropriate description of their status has now turned out to be a myth. As such, teachers are persuaded and have accepted the premise that they need further training.

The same respondent adds:

The manner and speed with which our acquired knowledge at initial training (even training at a later stage) is rendered of little value is alarming. Thus for teachers retraining CPD is critical.

The focus here is the rapidity with which the change is occurring due mostly to technological developments.

A sixth form teacher respondent who draws our attention to simultaneous changes in the student and teacher domains pinpoints the urgency required in CPD and retraining pursuits.

When students discover the teacher is not using new methods of teaching and updated knowledge they lose confidence in him/her which is a deficit feature for the teaching profession and this may take a long period of time to correct.

This is a discerning observation and until recently (1990s) it was assumed by policy makers, administrators and teachers themselves that only teachers had the monopoly to new knowledge and methods. This respondent however had experienced students claiming one method or knowledge itself in one subject discipline were now dated. This made teachers feel uncomfortable, inadequate and threatened. CPD in such situations was an exigent need.

Another trained graduate respondent pleaded for professionalism and better understanding of our students. This was neatly expressed:

Professionalism in our work as teachers is so important. Some teachers think obtaining a qualification to teach is sufficient but this premise is flawed. It is through professionalism we are informed that students we teach can understand us. If we understand them equally student motivation can increase and the outcome can lead to SESI.

This view illustrates that simply attempting to transfer knowledge from teacher to student cannot be successful. Only knowledge wrapped in a layer of professionalism therefore will assist in this process. Professionalism in this teacher's opinion, promoted the understanding of students increasing their motivation to learn without which teaching often turns out to be ineffective, technicist, un-spirited and unproductive. One respondent was insistent that there is a distinction between new

knowledge available to teachers which is developing independently from what is taught in school. Then of course there is the text book and teacher knowledge that is taught as the school curriculum.

A Year four teacher expressed the need for CPD as a form of in-filling of the new gaps in knowledge and practice that are created due to rapid changes that are occurring around us.

Education systems change from time to time. As a result we teachers feel we do not know everything we need to know, there are gaps in our knowledge. We need to modernise and update ourselves through CPD because of this. If we don't we will cease to be effective teachers.

The findings in the data analysis chapter so far indicate that the status of CPD of teachers at HS remains high although this variety of school development was a new phenomenon. The culture of SESI programmes was hitherto, that is prior to 1995, unknown at HS. The majority of teachers had been and still are being released by the school to attend technicist sessions, for example guidance on how to teach a new social studies or mathematics curriculum unit in which the benefits I claim are marginal are conducted as external training programmes organised by the Ministry of Education.

Levine (in Hargreaves and Hopkins, Editors 1994) refers to this type of technicist teacher development as:

traditional in-service training which remains today the most common approach used for staff development in elementary and secondary schools.Traditional training of this kind is not just unproductive but it is counter productive, because it frequently manifests an 'informal covenant' in which teachers agree to listen to speakers for a few hours, in return for administrators' agreement to leave them fundamentally undisturbed in their classrooms(Parish 1981). Faculty at unusually effective schools participate in this charade relatively little, or not at all; instead theyprovide assistance to improve classroom teaching (page 38).

The inference in Levine's perspective is that even in contemporary times traditional in-service training exists although acknowledged as unproductive and counter productive. It could be argued in this context that some form of training is better than

none. The accompanying notion of the 'informal covenant' however is disconcerting. The focus required here, is personal and institutional development for school improvement. If so, then continuing development is necessary and I note, it is not a situation where covenants are agreed upon. CPD activity at school level therefore needs to be attractive and well presented.

6.3.2 Logistics of CPD for Teachers

In-house, whole school forms of CPD was a new initiative introduced to HS by me from February 1996 to June 2000. A high status for CPD was accorded by HS teachers for several reasons. It was new, it brought the whole staff together in meaningful ways, there were opportunities to interact which promoted collegiality, which did not exist before. The CPD themes were timely and appropriate to support and underpin teacher work in hand and this made sense. This was because, I surmise, at least some teachers who communicated with me were anticipating a plan of action and so they were timely and appropriate. Current teacher mindsets at HS matched Ashton's and Webb's (1986) assertion closely:

For their part, teachers sometimes complain of monotony, boredom, professional stagnation and lack of direction where they have continued to use the same instructional techniques and practices year after year; quite often they become unenthusiastic and unable to motivate teachers.

These signalled the opportunity to proceed with SESI strategies. Some of the more qualified teachers (mostly teaching examination groups, year 11 and year 13 in the upper part of the school) had been exposed to themes such as team work at their initial training. They felt it was a rewarding experience to enable them to extend and enhance their teaching capabilities. Others felt the need for counselling programmes, hence the selection of the fourth theme 'All teachers are counsellors'. This created a stable culture within which a new initiative such as in-house, whole staff CPD could take root and flourish.

As in any other part of the world, at HS in Sri Lanka, there were those who did not favour change, teachers who at first did not attend CPD seminars. As stated earlier, there was a chorus uttered not just by teachers but surprisingly also by a few

governors who should not, I believe, make such claims because they would not know enough to comment on this aspect:

Why do teachers who are already qualified need to pursue further courses of training?

Such a stance pushed to a side all the arguments for CPD of colleagues (many stated in the teacher responses) who were insistent that there was a dire need for CPD at HS, especially in times of rapid technological change.

I was able to, with the assistance of the senior management team (SMT), mainly heads of year groups, the vice principal and the chaplain persuade and encourage those who did not favour them, to attend the CPD seminars, and by the mid-point of the programme, that is, by February 1998, attendance levels had reached 87 per cent.

At this point in the analysis it has to be conceded that it was not just my efforts and the SMT's which boosted attendance levels. Two of my original goals were SESI strategies such as first, raising of standards in every HS arena: academic, sports, moral and spiritual and second, changing the school culture ((research question one ' The only thing of real importance that leaders (principals) do is to create (change) and manage school culture?') The potency of practice engendered by the early CPDs with whole staff inputs, I claim, played a significant role in the increased attendance levels.

The successes of the first three CPDs were now being disseminated by those teachers who attended them. The veil of orthodoxy and formality attached to existing practices such as isolationism were gradually being removed. Teachers who had toiled isolated in their own 'territory' were now after CPD, released from those unproductive and binding mechanisms. The practice of teachers, who for over ten (or more) years had been employing monochrome and wearisome pedagogies, of for example didacticism, had been subject to change. Unproductive practices deeply embedded in the previously known classroom pedagogies were now explored with renewed interest and some discarded.

The two seemingly incongruent practices, firstly that of heavy teacher input, imposition and intervention and secondly that of student/peer interaction and

participation with some teacher guidance had locked horns. For the majority of teachers at HS didacticism was the only teaching method they knew. Without intervention they may have continued with this practice much longer.

The interventions at HS crafted and initiated by me led to dialogic interaction based on pedagogies during the second CPD 'Emphasis on learning and teaching' and the ninth 'classroom methodologies and student productivity.' The diversity of opinions and the deeply enriching interaction at the CPDs between teachers operating in sixty four classrooms at HS on the theme 'which pedagogy?' yielded through a fusion of horizons, pedagogies where there was only one before.

6.4 The Impact of Collaboration and Cohesion on SESI at HS.

The final question (number ten) in IS three reads:

'Collaboration and cohesion among staff are I contend, the often missing components which are much sought after but difficult to practice in a SESI context. In your estimation did CPDs for teachers enable an integrated approach to school development?' Interaction between two teachers or even a team of eight teachers within one year group who had opposing views, I suggest, may have yielded alternate approaches. At HS teacher CPD sessions organised to include all staff simultaneously, it was possible to interact in new meaningful ways obtaining rapid outcomes. It is to teacher perspectives to explore whether collaboration and cohesion did contribute to SESI at HS that I now turn.

6.4.1 Empirical Evidence on Collaboration and Cohesion analysed

A year four teacher claimed that after CPDs, collaboration and cohesion within the year team increased:

After being persuaded at CPDs the year team produced resources together and used them in lessons. We were also enabled to evaluate our lessons and offer strategies to each other for improvement. By sharing in numerous ways there were gains for both individuals and the team.

The year four team it is clear, gave greater emphasis to collaboration and cohesion after their CPD experiences. I can vouch that some form of collaboration and cohesion occurred at year team level prior to the CPD programme. This had little to do with teaching, classroom practice and student welfare. They were mainly linked to a year four parents' day or to discuss what duties the year four team had to perform on sports day or Founders' Day.

The development of collaborative cultures Carnell (1997:71) defines in which 'teachers routinely support, learn and work with each other, is related to successful implementation of educational change, a strong record in school fostered improvement, good practice in professional development and positive outcomes in pupil achievement'. Of the five components of collaborative cultures Carnell identifies, teachers at HS had only started at the first rung on the ladder that is, learning to work with each other.

Earlier this was not possible because they functioned in isolation. Now, this team felt released from binding traditional practices. They felt empowered because it was group action that they practised and not trial and error solo practices of an earlier time. (unproductive practices of the Year 4 team, quite the opposite of the year 5 team are discussed below).

6.4.2 Gains from Teacher Collaboration and Cohesion

There were two teachers who recognised that collaboration and cohesion can encourage institutional development. One asserted that: At HS teachers did not routinely support learn and work with each other although some teachers had social relationships with each other which in most cases did not impinge on their teaching duties. As they collaborated, particularly the teachers of examination groups, they observed that there were positive outcomes in pupil achievement. This is empirically ungrounded. For this purpose staff compared HS statistics between 1996 and 1997.

One teacher respondent was convinced that:

CPDs promote unity and togetherness among teachers. These were our aspirations but we did not experience them all the time. Through collaboration and cohesion we felt empowered.

The facets of unity and togetherness (amongst others) they claimed, promoted collaboration and cohesion. There was an unwritten code of conduct which enabled this group of teachers (of year five) in which team members believed their colleagues had succeeded with one class, and so it was good for them to try those pedagogies as well.

Our motivation for collaboration and cohesion increased from the belief that we are colleagues serving the same school. We stand to gain personally if we assisted the school to progress, improve and grow.

The other, a senior sixth form year head declared:

CPD benefits us, our levels of collaboration and cohesion increased. In our year team we worked towards the improvement of the school, much more than ever before.

The experience of a middle school (Year 8 & 9) Science teacher was both extraordinary and unique. This teacher described the personal gains obtained after the impact of CPD within the faculty.

In our faculty (Science) there were no teachers that objected to this new perspective. We were able to demonstrate that collaboration and cohesion are valuable assets. When we needed help, often in difficult problem-solving situations, even if we had erred, a colleague teaching A' Level classes would advise and support us. This increased our confidence and motivation. I feel that there is a refreshing form of collegiality within our faculty.

The faculty system at HS, as in other parts of the world, is structured vertically. The illustration retold by a Science teacher articulates firstly an expectation from teachers who taught in the middle school (and other year groups) that a problem solver within the faculty is always accessible to them. Secondly, the more qualified teachers would gladly respond to the needs of other colleagues with one goal in mind, the raising of academic standards within the faculty ultimately contributing to SESI at HS.

A sixth form Commerce graduate teacher made specific reference to areas in which collaboration and cohesion operated:

I observed collaboration and cohesion (at CPD seminar number 6) among teachers in the domains of recording more student work for evaluation and criteria-based assessment (at CPD 7) which entailed recording students' attitudes to work. Giving these hitherto marginalised aspects more space and time for discussion and reflection both individually and corporately assisted us to become more effective teachers.

The discussion initiated by one respondent who pinpointed the need to resurrect values in teaching is now extended. This teacher has cleverly expanded the discussion to include further evaluation of students, particularly to illuminate teacher perceptions on their attitudes to work.

Elsewhere in studies of deep learning, researchers (Louis, Marks and Kruse, 1994; Joyce, 1993; Joyce and Showers, 1982, 1988) have claimed that teacher passion can be transmitted to students and their attitudes to learning can similarly be transformed. This aspect has re-energised the ensuing discussion.

A respected science trained graduate teaching in years ten and eleven has made the following observations:

For me the interaction of colleagues from different year groups (during CPD sessions) was very helpful and promoted collaboration and cohesion among all staff. I collaborated with colleagues who taught younger age groups and was educated by them of the fact that student behaviour is intrinsically linked to emotions.

I concluded that whatever the teachers' qualifications, when you teach, one must relate to students at their level. This produces more meaningful and productive teaching and learning.

A sixth form teacher of economics referred eagerly to the need for collaboration and cohesion which is not just confined to classroom teaching and formal team meetings but to other activities concerning the Commerce Faculty at HS.

This faculty traditionally celebrated Commerce Day annually which boosted the image of the faculty both internally, to attract students who successfully complete their GCSEs to continue with the subject at A Level, and also externally, so that employer's attention is drawn to a progressive faculty and many students from HS found employment in work places in later years.

We need to know our colleagues outside the classroom and teaching, at school functions. That might help us to collaborate, working together, for example on Commerce Day and Founder's Day. When we decide to work together at these functions somehow that collaboration impacts on how we teach later.

The organisation of groups for workshops during CPDs, together handled by the principal in consultation with the SMT, ensured a thorough intermixture of all staff. A year nine and ten member of staff paid tribute to the outcomes of such efforts:

For CPD workshops we worked in groups, together. This promoted collaboration, sociability, cohesion and a unity of purpose where teachers felt they are working for one institution.

Our work is now more focused because we worked with determination to achieve one goal, that of SESI. The combined strength among teachers is certainly a potent instrument to encourage SESI at HS.

6.4.3 Chords of Dissonance concerning Collaboration and Cohesion

There were however three other staff who struck chords of dissonance where the benefits of CPD and collaboration and cohesion were concerned. A Year eleven teacher was of opinion that:

In the year team we had difficulty in collaborating on some occasions because of the language barrier between Sinhala and Tamil speaking members of staff.

During the day, in non contact times and breaks we made an effort to collaborate with other staff to discuss behaviour or other problems pertaining to students. We then either operated in an isolationist manner and frequently assumed there was no problem. On several occasions however collaboration and cohesion could not operate under such conditions.

Although the goal and the benefits of team work were clarified to staff at CPD sessions its operation seemingly was problematic. This was a deficit element which was identified by the teachers concerned as an area that required improvement.

6.4.4 Dissonance Engendered in Values, Attitudes and Emotions in Teachers' Lives

A year ten member of staff was cynical about matters such as collaboration and cohesion. This teacher maintained:

Teachers are a special breed. They do not practice collaboration and cohesion. They work for themselves, not for each other or for the sake of the school. In the case of individual teachers, they are selfish.

These attitudes are widespread in our country too, not just at school level, our values systems and teaching have degenerated. The moral and spiritual aspects of education must be resurrected. What has happened is that presently the teaching of the curriculum dominates and other critical elements such as values teaching is marginalised or not included in teaching at all.

These perceptions were received well by HS staff. The debate as to why prescribed curriculum teaching should be granted primacy status and values teaching is accorded the poor relations' treatment continues. Carnell's (1999) Ph.D. thesis was an attempt to explore this inadequacy. She redesigned an MA module based on Personal Social Health Education at the London Institute of Education; although giving the component HIV/ Aids prominence, she was insistent on the fact that other curricular elements should be included in classroom teaching.

If collaboration and cohesion cannot operate among teachers because of their introverted attitudes, it may be argued what hope do the students have in their world in which adults are selfish? Sarason (1994) in this connection have asserted that:

Within a school context you cannot have students as continuous learners and effective collaborators, without teachers having these same characteristics.

A further dimension to the present discussion has been added at this point, expanding it from values teaching to attitudes and now to emotions. Differential levels at which students learn assume a great deal of significance in this context. It is crucial to note however at this point that up to recent times this fact was not too well known. In this kind of discussion the often conceded phenomenon is 'what a great deal of harm and damage may have been caused to students by teachers operating at their own level and not at the students' level?'

6.4.5 Difficulties Experienced Promoting Collaboration and Cohesion

In the process of exploration of constructive factors such as collaboration and cohesion for SESI, the response of one Year four teacher is causing some concern. This teacher insists that there is no collaboration among teachers: (These comments stand in stark contrast to those of the Year Five team referred to earlier).

We work most of the time as individuals. We are selfish and this attitude I believe is not confined to the practice of teachers. I don't know whether this operates only in Sri Lanka but there are difficulties we face in trying to collaborate.

If for example, one of us wants to do something different like using new visual resources, we are confronted with so many difficulties, mainly at the hands of our colleagues. We do not collaborate. Instead I've experienced harsh criticism and displeasure. This erects barriers for me, so much so that on some occasions I've abandoned the planned lesson which I thought will be stimulating to the students and therefore very fulfilling for me.

The main cause for this situation I believe is jealousy. Even if the change is constructive, the anticipated good feeling is not forthcoming, or conveyed. Some colleagues feel inadequate because I think they have been exposed and this leads to insecurity. With collaboration we could have improved further the resources I had produced and together we could have all achieved effective teacher status.

In sum, the findings for question ten, collaboration or no collaboration, three views expressed indicate its absence. These three responses obtained twenty months after (in February 2002) the last CPD (held in June 2000) teachers were still convinced that attitudes, a feeling of being exposed and threatened and the language barrier were obstacles that prevented collaboration and cohesion which in turn impacted on SESI strategies employed at HS.

6.4.6 Collaboration and Cohesion Strategies among Teachers need Support and Time to Establish Firmly

In association with this observation it needs to be also stated that the remaining responses, (i.e.14/17) were in the affirmative. These may however be comments of teachers in early stages of the CPD of teachers programme. It could be argued that with teacher support, mainly through the efforts of the principal and the SMT, teachers are enabled to continue collaboration and cohesion. More evidence for this premise needs to be elicited.

The success rates of INSET and CPD programmes are bound to vary. Carnell (1999:49) commenting on this phenomenon states that the analysis of her data suggests that they were only partially successful as the contextual factors had not been sufficiently stressed. Her perspectives in this instance are:

Setting up collaborative ventures takes time to develop and may require external support, as the teachers indicated. Collaborative work requires a climate of trust, openness, shared goals, a commitment to that way of working, including the breaking down of barriers and hierarchies.

A substantial evaluation of the CPD programme at HS (held between February 1996 and June 2000) may be inappropriate even thirty six months after the last CPD. In the second segment of the chapter in this discussion I have been prioritising collaboration and cohesion and with Carnell (1999) I need to stress that these ventures take time to set up and develop.

The responses and analysis of interview questions, the need for 'teacher CPD' and 'teacher collaboration and cohesion' illustrated several deep insights into the perceived gains or losses of these projects. It is on this launching pad that I now want to turn to the theme of school culture.

6.5 HS Culture Underpins School Development: the Research Question is Addressed

As the four components of research of this study indicate the research hypothesis: on the role of CPD of teachers and leadership; and the three research questions on-school culture, stakeholders and faculty and pastoral heads, are not selected as discrete themes. They are 'doors' (Joyce, 1991) or approaches to school improvement. The specific research question that pertains to this segment of data analysis is as follows:

Is the approach (the) 'only thing of real importance that leaders (principals) do is to create and manage (school) culture' (Schein, 1985) arguable or well received?

From the commencement of my work as principal of HS in 1995 I had visualised that changes of a singular nature can be unproductive, which Banathy (1988) described as '*disjointed incrementalism*'. I argued that whatever changes occurred should be a combination of (at least) five research components. These can explore the impact of the SESI effort at HS between 1995 and 2000. To further undergird this research

activity, I must emphasise, concepts of holism, inclusivity and integration did play significant roles in shaping the SESI programme at HS during these five years.

For the purposes of the empirical data analysis it is necessary at this point to incorporate two issues. First to clarify what school culture is, and second to consider as to who should initiate changes deemed necessary for HS in the arena of school culture.

As the principal who declared, 'the only thing of real importance that principals do is to create and manage school culture', (research question one), I asserted with Hopkins(1993:61) that:

in a general sense the culture of a school can be equated with the various definitions of the effective school.

The fact that HS was a 130 year old school enabled it to boast of several facets of culture that were commendable and did not deserve to be tampered with. It was therefore those elements that were obstructing its progress towards becoming a more effective school that needed change. The premise that I had from the outset envisioned, to improve standards of achievement (not just academic) at HS, was now being translated into practice.

6.5.1 HS Teacher Perceptions of School Culture

In this context I argued that if a large slice of HS culture, that is fifty per cent or so, was commendable, then I needn't be unduly concerned. The HS management including the governors however had been anxious that standards in academic, sports and other activities had degenerated, and it is in this context that they sought to appoint a principal who could restore these standards. It was therefore those elements that obstructed further improvement that I pressed to change to make HS a more effective school.

In order to clarify the notion of school culture for the perceived needs of this research study I have employed the perspectives of Hopkins (1993:61) and Rutter et al. (1979:178,179):

The culture of the school is a reflection of the norms and values of its members; it is the way we get things done around here. Hopkins (ibid).

To expand this belief and to apply it to my own context at HS, Rutter and colleagues have been of some assistance.

The characteristics of schools as social institutions combine to create a particular ethos or set of values, attitudes and behaviours which are representative of the school as a whole.

As to who should initiate changes in school culture, I surmised as the new principal it was my responsibility. Being familiar with the DES project (in the UK) on school development plans (SDP) I believed it was a strategy that would assist governors, heads and staff to change the culture of their school. Hopkins' (ibid) notion that:

...the head undoubtedly plays the key role ... in all this,

underpinned the decision I had made to embark upon cultural change at HS.

The empirical evidence of HS culture, its norms, values, attitudes and behaviours I have sought from teachers at HS. A pastoral head with twenty years teaching experience at HS, whose knowledge of HS culture was both broad and deep commented on the norms and behaviours of teachers and students:

HS has many established traditions being one hundred and thirty years old. Of course over the years there are others we have incorporated into our school culture. We are multi-cultural. That is one of our strengths. HS is a family. Grand parents of the present generation of students have been a part of HS. They were students here awhile ago. Aspects of HS culture such as understanding each other, sharing and ownership have been carefully and cleverly grafted into our beliefs, attitudes and behaviours.

Mr. K's perceptions were clear. There are some traditions, as for example, the Methodist Christian traditions which are well established. HS, when founded in 1874 was a Methodist Boys' school and this aspect remains intact to the present day.

To undergird this feature the management of the school has considered the appointment of Methodist/Christian principals up to 2000 (when the last principal was appointed) of crucial importance. Of the twenty principals of HS so far, twelve were ordained priests of the Methodist Church. Of the eight lay principals appointed from 1950 onwards, three are Anglican and the others Methodist. This is a powerful demonstration that the management perceives HS as a Methodist Christian school. This then is one of the established traditions that illuminate the practice of school culture at HS.

As the school population grew from 860 in the early 1950s to 2,200 in 2000 the number of Christian students the school recruited dwindled. From its inception HS had an identifiable Islamic component in the school. These were the children of merchants who were sent to HS, the new school to learn English for their different trades. Over the years Buddhist and Hindu students were added to the school population. In such a climate, this teacher's (a Buddhist) statement is unreservedly and boldly made. 'We are multi-cultural. That is one of our strengths'.

In 1998 when I was in post as principal HS recruited 41.8 per cent Christian students. The rest were Buddhist, Hindu and Islamic students. Just as much as the composition of the student population mirrored the national scene, HS found that it was near impossible to recruit the full complement of Christian students although the percentage of Christian teachers was higher than the students. These aspects explain the present multi-cultural nature of HS. The point however needs to be made that the Methodist Christian ethos is continually emphasised, and yet multiculturalism and the recognition of other faiths, I contend, has extended and enlarged our vision, particularly in the domain of inclusivity, reflecting this both at HS and in Sri Lankan society.

This change in attitudes towards people of other faiths, consciously or unconsciously, exposed to the rigours of research scrutiny has enabled higher quality understanding. Where there were several lines of parallel religious thought, through dialogic interaction and the fusion of horizons have created a new culture, the practice of other faiths within a predominantly Christian ethos, at HS.

This, I believe, can promote Gandhian principles of 'live and let live' and result in reduced tension, suspicion and mistrust between the adherents of the two major religions Buddhism and Hinduism, and the Sinhala and Tamil races. If a school culture in this vein can create amity in Sri Lanka which has experienced ethnic conflict (see 1.) of nearly twenty years, then it can be heralded as a model indeed.

Good or best practice is nearly always praised and accredited as in multi-culturalism. Although we boasted at HS of multiculturalism there were some occasions however when collaboration and consensual decision-making proved problematic owing to the language barrier. In the segment on collaboration and cohesion a Year 11 teacher made reference to this.

Whether it was on the school premises or outside it, to acknowledge that this type of difficulty can occur, is to face reality. At HS, it needs to be clearly stated however that these instances are not commonplace. Values and attitudes such as tolerance, respect for others and deeper understanding of colleagues prevailed. There were also efforts to promote better practice when faced with a dilemma such as that described above.

So far in this discussion I have pin-pointed good practices pertaining to HS culture and one area of difficulty. A Year ten teacher who was a past pupil of HS stated, on a note of resonance one of the virtues of HS culture.

Our school culture is of a higher quality than of those other schools because it is based on Christian principles. Good discipline for example is highly valued at HS and I feel we are easily ahead of other such schools where this is concerned.

There is a dearth of literature on the correlation between the Christian ethos of HS and its good discipline which may support or not support this contention. One member of the teaching staff, a Buddhist, however notes that this is true from his experiences at HS.

The same respondent, following on from the theme of discipline and Christian principles referred to another pertinent aspect of HS culture.

Students at HS will go to a great deal of trouble to safeguard the good name of the school. When we constantly remind students that they belong to this institution they do respond positively. This is one aspect of HS culture preserved for us by our predecessors which we in turn can preserve and hand over to those who come after us.

The principle of safeguarding the good reputation of an institution is a well received issue whether it concerns a school, a business firm or any other organisation. This is shared by the student and the teacher equally at HS. It signifies how we get things done around here and promotes a deep sense of belonging and ownership.

A pastoral head with responsibility for Years ten and eleven pin-pointed student gains from school culture when they seek employment at age 16, and 18 or 19.

Our students have received a versatile training at HS. They are not only successful academically, but also do well in sports and other activities. A large number of them were vehement in stating that they gained from HS culture too.

They are therefore confident when appearing at job interviews. Invariably those on the interview panel are aware of high standards at HS and will pin-point values such as honesty, loyalty, integrity and respect for others. Our students are known to fare extremely well in these rigorous interviews and yet succeed in them due entirely to the high quality training they received at HS.

The findings of teacher perceptions on HS culture in summary are: multiculturalism, discipline, a good HS reputation, confidence at job interviews and the school motto. Besides the five elements of HS culture already elaborated upon, other briefer responses to HS culture are documented in Table 6.5, Teacher perspectives: briefer responses, to assist readers to obtain the widest perspectives.

Teacher	Briefer responses
Year (Y) two 22 years teaching experience (yte)	Students of HS are identified at external events by their school culture(SC)
Y six, seven, eight Sinhala language, 16 yte	She would encourage students to wear the school tie which promotes a sense of belonging and encourages higher standards
Y five 18yte	Organisational matters such as high attendance rates for students and teachers demonstrate commitment which is HS culture
Y seven, eight Science, 20yte	SC disassociates with racial or religious discrimination. High expectations drive students towards higher achievement
Y nine, ten, eleven Humanities, 28 yte	Christian ethos pervades SC. Egalitarian attitudes towards all students
Y eleven English Language, 16yte	Routine matters like school opening and closing times at HS, punctuality and attendance levels are all part of SC
Y ten, eleven Science, 18yte	Founders Day celebration is vital element of SC. Paying high tributes to stalwarts of the past helps students to focus on high ideals and therefore motivation levels increase
Y nine, ten Sinhala Language, 16yte	Founders Day celebrated early in the year, on 2 March always sets targets for students. Whenever standards fall the principal often directs the school to raise standards
Y ten, eleven, twelve, thirteen, Commerce, 16yte	Students develop a strong sense of bonding through SC. This promotes stability and a conducive learning atmosphere
Y twelve, thirteen Economics, 22yte	A holistic approach to a student's school life is found in SC. It promotes higher level employment for them on leaving school.
Y twelve, thirteen Accounts 12yte	High entry requirements for 'O' Level students into 'A' Level classes is part of HS culture now. It sets targets for students and automatically the standards are raised

Table 6.5 Highdalcarr School Culture : Teacher Perceptions: Briefer Responses

From empirical evidence and its analyses, of teacher responses to CPD, collaboration and cohesion, school culture and other emerging issues I now turn to Vice Principal and Senior Management Team perspectives which underpin school improvement at HS.

6.6 The Vice-Principal Articulates Perspectives that can Contribute to SESI at HS

The vice-principal, at HS is the person identified as the second in charge at the school with a separate job description in the leadership hierarchy. The person I interviewed is in post for two years, an alumnus of HS and as a Methodist Minister also functions as the school's chaplain. He has no previous experience in leadership and administration

capacities in the educational domain, but similar to the background of previous chaplains, he is fully qualified as a chaplain, for which post he was appointed originally.

6.6.1 Identifying Key Educational Goals for HS Students in Contemporary Society

The vice-principal's responses to the Interview Schedule (IS) 'Aims and Pillars of Education' first question 'Identify key educational goals' comprises five crucial aspects:

First, students must be helped to understand the world in which they live. He believes that students who are able to isolate examples such as war, terrorism, aids and (and other), issues focused upon in contemporaneous times and try to understand why they manifest themselves their education will be more complete. He comments further: Acquiring subject knowledge at school, such as in maths, science and humanities, although important, in no sense are they adequate (see chapter five: Wenger's, 1998 views) to address today's tensions.

Second, he is convinced that education obtained at school should be of a practical nature related to everyday living. He extends his argument that education which is theoretical and does not assist in problem solving is not of much value to students in present times. He complains that even today, in the early years of the twenty first century that there is a dearth of 'hands on' experiences for students which in his view, can assist in improving present practice.

Third, he points out that individual identity and consciousness each student acquires, in thirteen years at HS, that is from entry when five years in age to eighteen when the student leaves school, exemplifies the growing process that occurs. This he labels the social aspect, of critical importance to all students which is an integral part of the school experience. This experience, which he considers a key educational goal, whether it be respect for others, trust, care and concern and perseverance, he contends, the students must be encouraged to obtain while at school.

Fourth, students who pass through school must be helped to acquire freedom when their minds are liberated to think and act independently. He emphasised the feeling of security that students can build upon those phenomena they obtained while at school. This in turn can enable them to function as role models in whichever circumstances they find themselves in later years.

Fifth, teachers can engender a community spirit within students where the sense of belonging (see also 6.5.1, for a 'deep sense of belonging and ownership') is always given a high profile. This he asserts, builds strength and confidence in students who are nurtured while at school to act as part of a larger group, with responsibility, care and concern and a sensitivity which then can promote cohesiveness within the school and beyond.

6.6.2 Vice-Principal Outlines Successes and Challenges at HS

It is apparent that these responses: achievements and successes and problems and challenges are brief since the vice-principal had been in post only for two years when I interviewed him.

Being educated at HS meant that students, while at school and in later years exhibited a sense of duty, responsibility and integrity. Their approach to work and life demonstrate deep commitment and in human relationships they extend respect for and trust in their colleagues. These aspects I consider are the achievements of our students.

A major problem and a challenge at HS the vice-principal identifies is the poor standards of the English language.

Some students and teachers lack the ability to use English which is a serious drawback especially in times of globalisation. We need to encourage both students and teachers to improve their standards of the English language.

Question seven refers to 'Any other factors that in his view makes HS more effective'? His responses were indeed illuminating:

Three examples: First a Christian student decides to preach in the school chapel. Second, the Scouts initiate a project to clean a selected part of the sea-

shore. Third, a group of students in a class help a colleague who is in financial need.

I pressed him then to state how these projects made the school more effective, to which he responded:

All three examples break existing boundaries. Among the current practices at HS they do not exist. They are new, they are benchmarks and they can be replicated. In these contexts they make the school more effective.

I invited the vice-principal, finally, to elaborate upon the 'important features of his role as leader':

I would model my practice on the life of Jesus. To speak with colleagues boldly using effective words; being there for students and teacher colleagues in times of need; enable and understand students. Staff must see me as a role model but standing alongside them; share empathy with students and staff on the one hand but also be firm, on the other hand As to my style of leadership I would like to practice William Temple's words: 'comfort the disturbed, but disturb the comfortable'.

These are indeed valuable notions. As the new vice-principal of HS he demonstrated his commitment and devotion to tasks apportioned to him. I am most impressed with his ability to include and encourage all members of the HS community in his work, and thus link with Day's perspectives: to 'build a sense of community, continuity and purpose through creating sustained narratives of experience, and in doing so countered the temptations of seeking short-term solutions to long-term problems', Day (2004:433).

I had encouraged him on a previous occasion (when I was still in post at HS in 2000 he joined the school) that as an ordained Minister of the Methodist Church he can aim at the HS principal's post in later years for a particular reason. Of the past nineteen principals of HS, that is, up to 2000, twelve have been ordained Methodist Ministers of the British Methodist Church, on whose practice he could model himself. The current experience, I believe, can assist the present holder to step in as principal of HS in later years.

6.7 Empirical Evidence from Middle Managers who are part of the Senior Management Team at HS

At HS Middle Managers, that is, all (there are six of them) sectional (pastoral) heads together with two identified senior subject/faculty heads (Maths and English who will not contribute to this discussion) and the vice-principal constitute the senior management team. This is the decision making body of the school. It meets at least once a month (meetings are arranged by the principal when the need arises), the principal draws up the agenda for meetings and presides at them. Curricular, pedagogical and organisational matters are discussed, negotiated and decisions made at this meeting. Financial matters however are deliberated upon and decisions made at governing board and the school's Welfare Society level in other forums. The senior management team is permitted to discuss and recommend funds required but the final decision making is performed elsewhere.

There is very scarce research evidence in Sri Lanka presently on the effectiveness of middle and senior management aspects within schools or indeed between schools. At HS it must be noted that the empirical evidence gathered for this thesis is mostly (four from six) from pastoral heads and therefore it may be difficult to compare this with research at the (academic) departmental level to which Harris (2001:477) refers. She states: 'research at the departmental level has highlighted differences in educational effectiveness across departments within the same school, (Fitz-Gibbon, 1992; Sammons et al. 1997). This thesis has garnered data which is intended to provide evidence of school effectiveness and school improvement at HS between 1995 and 2000.

6.7.1 Empirical Evidence from HS Pastoral Heads

The first question on the Interview schedule requests details of history of the Year team comprising years 7, 8 and 9; and the responses of the year head were as follows:

We have changed a great deal at Ministry of Education level, several reforms have been initiated. Evaluation /assessment procedures have increased. There are five hundred and eighty two students and twenty six teachers in this Section. Systematically, over the last ten years parental support has increased. If our academic standards dropped we won't be able to sustain these levels of interest. The main reason for this increase in interest is that principals have encouraged it, also the Ministry has encouraged it.

Desiring to test his commitment to the task I questioned the head of year: 'How much of this increase in parental interest is due to your work?' He replied:

If the principal did not take a personal interest in this my efforts will be only half as good. In one instance I noted that parents were showing unusual interest in school because this was a time of National Education Reforms-1998/99. I perceived that parents had erroneous perceptions of school and some of them told me that they did not understand the Reforms. I took a special interest in this because it was new to me as well. I had to study them myself.

During my time as principal I recall that you initiated several fund raising events. Could you elaborate on them?

Initiating these events in my section I needed to exercise caution lest colleagues interpreted them as divisive. For this reason each effort I labelled a whole-school event. The parents I felt needed to know details of every project the school launched. This communication was important for the future, continuing parental support depended on that.

I then probed further as to the deep concern this head of year had for maintaining close parental contact. His response to this notion was indeed revealing.

I did this because I realised that parental support is a potent resource, up to this time, that is, between 1995 and 2000 had not been sufficiently harnessed. I therefore ensured that whenever parents visited the school to drive home the fact that HS is your son's school. I said to them 'this is essential for your son's well-being and achievement at school. You selected this school for him with targeted aims. You are aware that the school has a good reputation, a good history, a good track record. Having chosen the school, we now need together, parents, teachers and the principal to work towards improving its standards. Parents' targets must be to work towards making HS even better. We can do this if parental interest and concern for the school can increase and endeavour to make your funds the basis for school improvement'.

This pastoral head's views closely resemble those of Stoll and Fink (1996:134) especially since at HS too parents sought help in understanding the new Reforms. 'Virtually every reform effort has placed a heavy emphasis on parental involvement in schools'. Enabling initiatives set in place in Ontario, Nova Scotia and Ireland they claim are 'based on the premiss that involved and interested parents contribute significantly to a pupil's success in school'. Similar to the relationships that the HS

head of year was attempting to build, Stoll and Fink reiterate, 'Schools continue to put forth great efforts to involve parents'.

The pastoral head at HS did reify the 'main message' of the study in Stoll and Fink (1996:135). There is 'need to communicate meaningfully with parents, not only on the progress of their child but also in terms of educational issues'. Also Stoll and Fink pin-point, 'Parents want an opportunity to provide input into the educative process'. Although empirical evidence is lacking in this instance, parents at HS, I suggest, may have paid tribute to this head of year, similar to those parents in the Stoll and Fink study. They state,

'A number of schools were praised by parents for their inclusionary approach'.

Question two reads: 'Identify strengths or major achievements of your section (year) over the last five to seven years'. This head of year utilised one project to illustrate the strengths of his team.

Our section organised an 'Improve the Environment Project'. The principal and the parents supported us. Our targets were to make the environment clean and beautiful. When parents or any other person visited us they commented that it was different. There was more greenery, the dust-bins were in place, there was an attempt to grow flowers, the classrooms were cleaner and we were the only area in the school to have a public address system. Parents explicitly indicated to me that this was a well-planned and executed project and the colleagues in my team, the students and I felt we were engaged in a school improvement initiative.

I was understandably intrigued as to how this year team decided to improve the external environment when in other schools in both developing and developed countries the improvement priorities are known to focus upon resources within classrooms such as computers, and text books. The ensuing question to him therefore was, 'what is the rationale you employed to arrive at this decision?' His response was as follows:

In my records of section staff meetings I recall we had discussions on this matter for several months. I had also invited the student representative per class in each of three year groups adding up to fifteen students. The rationale then was that an aesthetically high quality external environment can help students work better within classrooms. In every sense therefore it was consensual decision making and in retrospect I can say there was a great deal of enthusiasm for it and it was successful. I was particularly encouraged by the unanimity of support both from students and staff.

Additionally I was assured of support from the parents and the principal with whom I had to communicate. Financial support was obtained from parents. It was therefore a project for year groups six, seven and eight in 1997 by the year groups. It did not involve any financial support from the school. One of the major gains of the project was, I believe, the calmer atmosphere that pervaded this part of the school which did help in the teachers' work inside the classrooms.

The relationship between a greener environment and good behaviour is an under-researched educational theme. The head of year's innovation however seems worthy of exploration and emulation.

The third question reads: What weaknesses or problems did your section encounter in the last seven years?

I would not label these as major problems but we in this section experience difficulties such as bullying, student and staff late arrivals daily, student and staff absence and some behaviour problems within classrooms. In 1996 you were responsible in abolishing corporal punishment at HS. It is still too early to decide whether the school is a more humane community as a result of this. Of course at HS and indeed in Sri Lanka corporal punishment was a deeply embedded practice and whether its abolition contributes to school improvement only further research can demonstrate. Today we deal with parents directly when confronted with disciplinary problems and this I suggest is an effective sanction. In the case of frequent teacher absence I link this to the occurrence of something unpleasant which I feel we can eradicate.

How satisfied are you with colleagues' work of your section (year team)? He commented favourably about one (among others) aspect, the annual sectional exhibition which his section particularly took great care and pride to present.

Exhibition of student work is critical to the development of young people. They tell us a story. Students in their classes within their year groups with some help from the teachers construct their own models of a chosen theme or topic, for example,

'How an agrarian economy operates' or how 'Irrigation schemes supplies water to the fields'. In preparation it entails three to four weeks of focused work. It is done at home.

Pedagogically it is another form of intensive learning. It releases tensions experienced when learning is confined to teacher instruction and the text book. It is a method of pleasurable reinforcement. For the teacher it is also another form of assessment of student work. It generates in most students great enthusiasm and motivation. Teacher motivation too increases and the bonding that occurs through this exercise promotes school effectiveness and improvement. During the exhibition the students share and exchange knowledge. It assists in enhancing student skills of articulation.

Its gains are not confined to the year group in which the exhibition was held. Skills gained are drawn upon in examination years at sixteen and eighteen.

Of course I must add that at other times too a great deal of meaningful teaching and learning occurs. The exhibitions however are one of the highlights of the academic year and contribute in varied manner to school improvement at HS.

Next, I probed the themes of teacher commitment, creativity and responsibility for work.

I feel there are several teachers in my team who display high levels of commitment. I have discussed this theme with staff on some occasions. I've said to them that it is not enough to do work at HS just for the sake of doing it. I raised the issue to indicate to them that HS is a unique institution. I point out to them that at HS teachers are required to raise their standards on a continuing basis; that parents and other stakeholders constantly demand high standards from teachers. In doing this I took the opportunity to reify the religious foundations of the school which again required that teacher commitment levels were high.

One of the perspectives this head of year refers to above, 'to do work at HS just for the sake of doing it', Day (2004:432) pin-points as the 'minimalist approach' (to just doing the job). This, Day (ibid) identifies as a lack of commitment in a study of headteachers and strongly recommends the rejection of such an approach. Although Day's study refers to headteachers and the HS study cites ordinary teachers the approach appears similar. Having clarified this point I decided then to request from him specific examples of staff commitment to reinforce this aspect further:

I have observed teachers who demonstrate their commitment going beyond the call of duty. They may pass a class which is noisy because their teacher is late or has not reported for duty that particular day. He or she may walk in and talk with the class to reduce their noise levels and then inform the year head that the teacher for 6A (or any other) has not arrived. This I feel is commitment.

If it had to do with fund raising activities this type of teacher would display leadership qualities. S/he may sell tickets for a concert for example and on the day organise activities before the concert started without being requested to do so.

Seeking whole team performance patterns, I questioned him about this aspect:

On the whole standards of performance of the twenty six teachers in my team are high, I may score a notional figure of eighty per cent. Of course this can increase further.

The final question in this interview is: In what ways do you think the Sections' performance could be improved?

There have been instances when the productivity of some activities has fallen below expectations. I am here not particularly thinking of academic standards but sports standards. For example, athletics standards at HS have fallen. To improve we must introduce new methods of training and discard what we now know as unproductive.

These strategies-new methods of training and discarding what is unproductive in our practice, I believe, we can apply to academic work as well. I have not referred to them here not because our academic standards are high. No, there is much work that we can still do to improve further, and what we do in this section, that is up to year nine, we know directly impacts on the examination courses that follow. The continuing professional development programme for teachers conducted between 1996 and 2000 alerted us to the fact that further improvement is always possible. Presently however this section, that is of years seven, eight and nine the standards of achievement are satisfactory.

The successes in practice this head of year refers to is the result of many years of dedicated service. He started his teaching career at HS as a beginning teacher, and by 2002 when I interviewed him he had completed twenty eight years service at HS twelve years as head of year. Longevity of service therefore is one indicator of his success for he knows the school and its community thoroughly. He possesses several competencies and among them organisational capabilities takes pride of place. His loyalty and devotion to work additionally has enabled him to perform as an effective team leader. It is the empirical evidence from another head of year who has in comparison only seven years service that I now explore.

6.7.2 Further Empirical Evidence from Middle Managers

Of the four heads of year that participated in this interview two are heads of the two sixth form sections, Commerce and Science. Their views are not discussed here since their responses are too heavily based on examination courses and for this thesis they can only contribute to parts of the discussion. Examination courses and their outcomes inevitably determine the future of the school and in this context are crucially important. This knowledge however has also been discussed in another forum under CPD earlier in this chapter, and thus will not be identified for exploration now.

Although in Sri Lanka the same burdens of marketisation of schools with publication of league tables as in Britain do not exist, yet there are invisible mechanisms (empirically ungrounded) which tend to categorise them introducing a competitive element. The well informed parents make inquiries for their offspring from the potential schools of the examination results of the leading institutions and then make decisions. I have been the recipient of this information when I interviewed parents for new admissions each year in August.

At HS, teachers in the examination classes therefore are made aware of this competitive element through the governing board which annually monitors examination performance. The strategies these groups employ then are different from those of other year groups. For this reason I have omitted them from this discussion. Instead I have selected the head of year of years one, two, three and four for the purposes of this chapter which I label the foundational years.

6.7.2.1 The Head of the Foundational Years illuminates Perspectives on Her Role as a Middle Manager

This head of year had been in post for seven years. She had also started at HS as a beginning teacher eighteen years previously. In her middle management role she had responsibility for twenty two staff, that is, sixteen class teachers (years one to four have four tutor groups each) and six others who were attached to the section such as language, religion and music teachers. The staffing structure did not allow for a deputy but senior colleagues stepped into this role whenever Ms WD was away attending Ministry of Education meetings externally.

After the introductory question on person specification which was brief I requested Ms WD to 'Identify strengths and achievements of her section over the last five to seven years'. For her the transfer of her section from two or three bases scattered over the school campus to one 'state of the art' purpose built building of twenty one classrooms in 2000 was the outstanding achievement. It was both an opportunity and a challenge to develop her section. It was her fifth year in post and she informed me that together with section staff she had excitedly planned for this event.

The centralisation of her section in one building assisted Ms WD to embark on several school effectiveness and improvement strategies in the manner Turner (1996) has asserted:

‘ ... While heads of department are concerned to lead a team of teachers, the size and working practices does depend on school architecture. Whether a department has a base (such as the science prep room) and the distance between the base/classrooms and central facilities such as a staffroom do impact on group identity and cohesion’.

Ms WD was the manager of a large section (the largest at HS), that is sixteen tutor groups and twenty two teachers. She and her team were so excited about the new facilities, I suggest, because school architecture now was designed to accommodate and enable further development of group identity and cohesion. In addition to the new classrooms, toilet facilities, a separate staffroom for the section, a resources centre, a new music room and a computer room were among the new facilities. Isolationism and lack of collaboration experienced when the section was fragmented were phased out and the team now worked with new vigour, keenness and fervour.

Previously managerial duties entailed much walking about and time wasted in so doing her time budget daily, she admitted, was difficult to manage. Ms WD’s practice was similar to that identified by Earley and Campbell-Fletcher (1989), ‘Typical of middle management work is a long day, in which it is never completed..... (they) often listed the things that were waiting to be done’. In the first few months of the transfer, while I was still in post, Ms WD and her team appeared re-energised. She accepted the challenges to introduce new programmes to the existing curriculum for the Educational Reforms in 1999 stipulated that there should be an increase in activity based work. In sum the new building generated a host of improvement strategies which she asserts promoted SESI and this good practice was emulated by other sections as well.

Besides the transfer to the new building Ms WD listed other activities of her section that she counted as achievements. Of course, unlike other sections in the school she had a great deal more support from the parents. In organising these other activities such as Teachers’ Day, Sports Meets for her section, Christmas and Easter

celebrations and the National New Year Day each year, teacher and parent inputs were substantial.

Parents' offers of help and collaboration Ms WD recalled 'earlier were not possible because of suspicion and distrust between parents and teachers. We are grateful to the principal between the years 1995 and 2000 whose collegiality helped to break down barriers and for these two constituencies to collaborate. Now our practice has changed and the school has moved on and I feel there is higher productivity in what we achieve for the school'.

Among the weaknesses and problems encountered Ms WD pin-points the following:

I obtain a great deal of cooperation from most staff but there is a negative element that sometimes seemingly obstructs the work of the section. In instances of difficulty I allow for maximum interaction at section meetings and aim at consensual decisions. There are in addition the universal problems of teachers and students who arrive late to school.

Question four reads: 'How satisfied are you with the work of your section?'

Over seventy per cent of the teachers, I feel are performing to full potential. Most sections at HS employ a daily teacher monitoring mechanism. This is effective and teachers are aware that this is the culture of the school and they conform to its demands.

Question five elaborates on the previous question: 'Why are you satisfied?'

Ms WD outlined three reasons for this: First, most teachers perform well because they do not like criticism from me, the principal or from parents. Second, HS being a Christian school, most teachers are fond of children because they feel they are serving God through them. Third, of the twenty two teachers in the team only three are new. Others have been teachers at HS for over ten years and this augurs for stability and high performance.

Is the work of your section improved or declined over the last five to seven years and what are the reasons for this? Ms WD responded as follows:

The work of the section has improved I feel because first, I have improved myself. I am delighted I was able to complete a BA degree part time. This has given me self esteem and colleagues from other sections tell me that I have provided a role model for the colleagues in my section. Second, government officials regularly visit the school to monitor the new Reforms and the teachers respond positively to this. Third, there are pedagogical changes- the use of more visual aids which have enhanced learning. Fourth, there is much

more opportunity now for students to express themselves orally which has increased levels of motivation.

There are three reasons for improvement: (1) statutory change and (2) I have encouraged change after my new qualification, and (3) the application of new knowledge and skills acquired at the whole school programme of continuing professional development of teachers conducted in-house at HS between 1996 and 2000.

Ms WD is legitimately boastful about her gaining another qualification. This she asserts bestowed on her several gains such as self esteem. I acknowledge that in this context she is not the school leader at HS. She however demonstrated leadership as a middle manager. In this instance Day's (2003) view, 'Some principals enrolled for a higher degree- 'because I cannot persuade staff to invest in their own professional development unless I invest in mine', (p.42) (see also 8.2.2) is equally valid because for Ms WD it was a case of leading from the front.

6.8 Conclusion

Among several strands of improvement Ms WD elucidated were first, the transfer of her section to a new building; second, her further training: obtaining a degree while in post; third, the positive impact of the National Educational Reforms on her section and fourth that most of her team highly valued the children in their charge because they believe they served God through the children. The gains from the new building and the positive effects of the centralisation of the section, will take a few more years to assess. In the meantime it is encouraging to note in the improvement context that Ms WD can expand and extend her visionary programmes for HS.

From the analysis of empirical evidence from teachers, the vice-principal and two middle managers (heads of year), I now proceed to explore the impact of stakeholders of HS on SESI in chapter seven.

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Chapter Seven: Stakeholder Expectations for Lasting Improvement

7. Introduction

Stakeholders are defined as 'persons with an interest or concern in something, especially a business', (The New Oxford Dictionary of English (2001:1810). A business, in this instance, is Highdalcarr School (HS) and stakeholders are parents, governors and alumni. Students too are strictly stakeholders. They also have an interest in what they obtain from HS the business, in the form of education. They however differ from the other three forms of stakeholders in that do not pay for their education; it is their parents who do this.

The governors, comprising people from different walks of life also, like students do not pay but their predecessors however envisioned establishing a high quality school. They have therefore invested in HS financially and in several other ways and so now show interest and concern for the school.

Alumni investment in HS is a generation removed. It is their parents who paid for their education. And yet, alumni concern and interest for HS as stakeholders is deep because several of them feel that the school is the place that nurtured them and ascribe their present good fortune to their school. It is a tribute, unreserved and unqualified that they apportion to HS. Although not all alumni display this enduring interest and concern for HS, those who do, feature in substantially crucial roles in the future of the school. HS and many similar schools therefore have alumni associations which offer their schools ongoing support.

Parents however are the most critical component of stakeholders. Most parents in Sri Lanka, whether paying fees to a private school or whether their children attend a state sector school where education is free, stake a claim asserting their right to question school authorities on the quality of education their child obtains. In the school

effectiveness and improvement context therefore schools today make stringent efforts to involve and include parents in their school development plans.

In the early 1990s Hargreaves and Hopkins (1991 and 1994:53) underpin their research with an example of home-school partnership in which parents feature prominently. At HS, it must be stated, similar efforts were made to involve parents proactively in school development activities with one aim in mind, that of school effectiveness and improvement.

To accord each segment due weight, this chapter is arranged with a discussion of students perspectives first, followed by the perspectives of the chair of governors, and then parents and alumni. In this chapter I would additionally seek to explore the second research question: 'Is the principal able to harness the enthusiastic support of all HS stakeholders for SESI?'

7.1 Student Perspectives of School Culture

Empirical evidence from a senior student (the Head Prefect) has assisted me in understanding in greater depth HS culture from another perspective. This has illuminated the fact that in comparison, student perspectives can differ from those of teachers and stakeholders. Also it is clear that although the evidence is obtained from students, teachers and stakeholders within the same organisation, they represent diverse opinions.

For this reason, several researchers argue: *it is approached from many angles* (Hargreaves, 1995:24). Another assertion is that *school culture is poorly understood* (Lieberman and Miller 1984, 1992). These perspectives point to the claim that '*school culture is a complex phenomenon*' (Dalin et al.1993:97) and yet a working definition for the purposes of this thesis, I have attempted as follows:

School culture then is a mechanism set in motion by an amalgam of factors that synergise and are activated to demonstrate the uniqueness of a school or any other organisation. A unity of mind and spirit, a passionate resolve to work collaboratively

towards institutional development and improvement are just two of the components of school culture, I claim, that assist in identifying one school as different from another.

7.1.1 Student Perceptions of Three Elements of HS culture

To the question in the student interview schedule (IS- number five), 'Identify three elements of Highdalcarr School (HS) culture', the senior student responded:

Pattern of behaviour, understanding of school and what it is about and expectations, for example, politeness, respect and care for each other and hard work.

These perspectives correspond to what Dalin and colleagues (ibid) pin point as the:

written and unwritten rules that regulate behaviour; the stories and 'myths' of what an organisation has achieved; and the standards and values set for its members.

The pattern of behaviour DB (the senior student) cites appears to resonate with the written and unwritten rules that regulate behaviour; standards, values and expectations link with politeness, respect, care for each other and hard work were encapsulated in one student's life. The stories and myths have not been cited in the earlier part of this interview but DB claims that VV (reference is made to him in DB's interview responses, see Appendix B), about whom many stories are told, was an extraordinary role-model for him and others at HS. He was like DB the Head Prefect at HS in 1999 (refer DB's interview responses, page 5 on HS culture in Appendix B).

The stories told about VV, and how through him and others like him the school achieved a high status, is an illuminating aspect of HS culture. One of the facets that inspired VV's juniors (in the prefects' team) and even younger students like DB was the high quality of service VV offered to all in the school community. Many juniors tell the story of how VV started each meeting at which he presided with prayer (note that all members of the Prefects' Team were not Christian), thus displaying his own spirituality and simultaneously underpinning and continuing traditions at HS which are deeply embedded in its Christian school culture.

Written and unwritten rules of an organisation in this case a school, evokes the feeling that in order to function smoothly and without disruption the daily affairs of the school, rules are necessary. Written rules on the one hand signify the parameters within which the school community can function. Without them there could be disruption.

Unwritten rules on the other hand, are evidence of longevity of existence of the school and indicative of best practice of an earlier time. They may have assisted in resolving a difficult problem which arose in the school community. From the elements of HS culture which I have analysed under three categories of: rules, stories / myths and standards and values, I now turn to a specific aspect of the school's culture on a comparative note.

7.1.2 Similarities and Differences between HS Culture and those of Other Schools in the Neighbourhood

DB's response to the question are there similarities between the cultures of HS and two schools, located to the north(school A, half a mile away) and to the south(school B, also half a mile away), both state comprehensive schools, was as follows:

To a great extent, no, as schools in our immediate vicinity they are not in the same category. There are however similarities as far as the schools are concerned. They are both large schools like HS, each with over a thousand students. They have teachers and a principal, there are school buildings, they have a government prescribed curriculum just like ours, there are times of opening the school day and times of closing, again just like ours.

Although there were three schools operating in the same geographical area, in DB's mind they were so different to each other. DB was a student at HS for eighteen years and he may have met, face to face, students of these neighbouring schools all that time. He was however not aware of the names of the two schools.

As a senior student he had identified what all three schools had in common, I was nonetheless amazed at this predicament and acknowledged the premise that DB had been operating on the 'island' called HS. His knowledge of the neighbourhood schools was poor.

But where the differences in school culture, between HS and the other two schools are concerned, DB clarified several perspectives:

First, the pattern of behaviour of HS students was different- which has a firm ground of discipline- the question of discipline comes into our discussion very firmly in our classrooms, during school hours.

Secondly, we are different in how we conduct ourselves after school hours, both within the school premises and outside it, on the streets.

Thirdly, what our students feel towards their college is very important, as far as students are concerned their attitudes and emotional feelings towards their school impacts on how they behave in later life.

These perspectives, have links with the notions of several other researchers and underpins the theme of similarities and differences between schools:

What is also increasingly recognised is that schools differ among themselves, although schools are also similar in many important ways, (Dalin, 1993, ibid). In fact the 'ethos' of schools may differ widely (Sarason, 1994; Little, 1988; Rosenholtz, 1989).

DB's claim that there is a correlation between discipline and patterns of behaviour within schools appears to be well founded. It has also links with the written and unwritten rules Dalin (ibid) cites. These regulate behaviour and their absence logically may point to difficult situations when they do not operate as in the world outside school.

From teachers' and principals' perspectives the adherence to written or unwritten rules seems to signal a well-ordered school. The ideal school therefore, may be the one in which good patterns of behaviour are well understood and excessive time is not spent trying to improve it. Such schools may signify that their agenda is based mostly on raising standards of academic work, sports and other activities such as improving standards of societies run by the school.

In another sense a well-mannered and ordered school, researchers may argue about or agree, is an organisation where high status has been accorded to good behaviour over many years, and at older schools similar to HS, over many decades.

The pattern of behaviour DB cites therefore is a crucial segment of school culture. He believes that HS is well ordered and those other goals can therefore be sought in a friction free atmosphere. He does not state the corollary but implies that schools A and B, neighbouring schools to HS, do not possess good behaviour and a calmer atmosphere in which the teacher and student can function productively.

This is a significant difference therefore in school culture between the two categories of schools. These differences demonstrate cogently how good behaviour patterns extend beyond the school gates to the streets and also seemingly, signals how it impacts on HS students in their work- places in later life, promoting efficiency and social cohesion. This is powerfully expressed and I surmise, may well engender school effectiveness practices as well, particularly in the teaching of the pastoral curriculum.

DB asserts that good behaviour patterns in and outside school generates in HS students unique attitudes and emotional feelings. In the analysis (earlier, in chapter four, page 21) on teacher perspectives on school culture, similarly, one comment was that students are nurtured as if they were in a family and this evoked emotional feelings in them. DB, in the latter part of his interview links these feelings to a sense of indebtedness to the school which nurtured him.

It is for these reasons that at schools similar to HS there are strong alumni associations. It is to repay the debt that in many instances such alumni participate in corporate fund raising for HS, and to a lesser extent, individually donate finances and contribute in other ways to assist HS to progress.

Of course in all this is an often un-researched notion that at schools such as HS, the teachers and governors are gratified about students who were nurtured in values, for example, respect for others, respect for themselves and respect for the environment, and how this aspect signified specifically good citizenship, thereby generated.

Reiterating DB's emotional feelings, it is evident that they are a cogent instrument. The devotion with which many scores of alumni at HS respond to the needs of the

school is testimony to this deep emotional link they possess. From a consideration of similarities and differences between HS and its neighbouring schools, I now turn to another perspective, as to how history, context and people can shape the culture of a school.

7.2 School Culture is Shaped by its History, Context and People

In pursuit of deeper understanding of school culture, a school's history, context and people can assist it to acquire unique characteristics. When I explored the question 'which two factors in the history of HS influenced its culture', DB's responses which reiterates the incumbent principal's views, were as follows:

The first factor is that of the founding principles of HS. As a Methodist school one of the cherished principles of the founders was to produce students at HS who later, in their working lives, can become good citizens.

This is indeed a powerful demonstration of intent. It resonates with the theme used in recent years in the educational arena of 'pursuing excellence in education'. DB refers to the second factor, below, which compliments the first:

The second factor is a set of expectations which the founder missionaries implanted in the minds of their students. Some examples are: understanding each other better, patience, perseverance and high standards of work and sport.

A historical factor which identifies HS culture is its English back ground, because it was established by English missionaries as an English boy's school. A contextual factor, similarly, was encouraging students to develop all their faculties which signalled a holistic education, again an aspect akin to those found in schools in England.

It is clear from DB's comments (above) that two historical factors influenced HS culture. HS over the years however has not always been able to celebrate student achievements because some of its students, (in later life) in employment have brought disrepute to the school. These future good citizens have not delivered the expectations

which I note is a deficit aspect that the school must remedy. Similarly students who did not aspire to develop holistically during their time at school, have had difficulty in either obtaining employment or sustaining it.

Other contextual factors by which HS came to be identified as a Type AB-1 school (references in chapter one) include being affluent, urban-based, well-funded, academically better and operating the curriculum in English. All such contextual factors also could be considered very much part of HS history and a case in point are the alumni of HS who acquired national and international fame through them.

More than one alumnus is quoted by the historians of HS as for example Ambassadors of Sri Lanka abroad, the first Sri Lanka Governor-General and several Government Ministers, as having achieved these positions of high status. All these people, alumni of HS, were from affluent families and their parents wanted an education for them at HS. Their contextual factors therefore impacted on the history of HS. If these alumni had another background they may not have been proudly recorded in HS and Sri Lanka's history as high achieving past-students of the school.

Of the people involved in shaping the lives of many thousand men who passed through HS, the principals feature prominently. Others mentioned are vice-principals, chaplains, head-masters (heads of school, such as for Years Four and Five) and other teachers. DB names four of them below from his knowledge of the history of HS:

Among the people who shaped the lives of students are principals whose names are Highstone, Darrent, Carr, Waterhouse and others (also mentioned in chapter one, names are anonymised).

To illustrate the fact that over fifty years ago the concepts of distributive and shared leadership were practised at HS (and in similar schools), enumerating names of vice-principals, head-masters, chaplains and teachers is appropriate. This theme is also discussed in chapters three and six where literature on leadership is explored. However, since these people were not known to DB, he has not referred to them.

When questioned as to what part holistic education (one of the contextual factors, that of encouraging students to develop all their faculties) played in DB's school life, it

seemed as if he was transported to another sphere of activity altogether. He was grateful that I asked him this question. He then enumerated his gains at HS. Drama, oratory, prefectship, studies and sports, in that order DB declared, comprised the array of shining facets that have a combined strength in him. This was indeed an evaluation of the nature of holistic education, the components of which were all encapsulated in this one person, DB. I acknowledge that this is an un-researched field, and it can assist a large number of students from HS and a host of others. It is an achievement which can considerably enhance their life chances, and therefore an arena which can be productively explored further.

If school culture can equip young people to feel they are assets to their local community and even to their country, assisting them to raise their self esteem, in analysis, I can further upgrade this type of education labelling it as a 'deeply valued product'. It is therefore no wonder that prospective parents heed these characteristics and seek admission for their sons to HS. If schools can offer parents, other stakeholders, the local and national communities holistic education, I can state with conviction, that HS and similar schools in Sri Lanka, can with confidence, deliver their targeted educational goals.

DB's three responses to 'What do you particularly like about your school' were equally invigorating. DB as the Head Prefect of HS and the President of the Interact Club informed me, is invited to meetings where other school student leaders gather. He is proud of his own school and the family atmosphere within it, and makes the following comments:

As a person who knows about other schools and their cultures, when it comes to HS, we are a closely knit family. I feel secure within it. This may be because our school population is small, (2,000 as compared with four to six thousand in others). This helps every student to have a personal bond with the school.

The notion that the school community is a family has already been noted earlier in this chapter (page 5) by teachers. The Head Prefect of HS is on firm ground therefore when he reiterates this notion. Since this is an impressive notion and I am engaging in a brief discussion below on family values, as far as is relevant to this thesis, in order

that I may unravel deeper meaning as to how the HS community operationalised them.

The first perspective is that within the family each member respects and cares for the other. Second, there is recognition of each other's achievements and praise follows this recognition. Third there is patience and understanding exercised towards each other. Understanding often enabled correction with a view to helping, especially the younger members of the family, to transcend and overcome their difficulties. All this demonstrated a calmer atmosphere where the members of the school community supported each other working collaboratively towards improvement yielding greater productivity.

DB's second response is about good discipline which I have already noted earlier in this interview. The third response is even more discerning. DB attributes the growth of individuality in students to the unstinting, selfless and dedicated teachers at HS. He makes the following observation:

Thirdly, we are not only well known for our studies but we are known for something much more important than studies. It is the building of the individual person making each student realise his own capabilities and potential. Our committed and devoted teachers are mainly responsible for this.

7.2.1 What can be Improved in HS Culture

The final interview question to DB was one that demanded much application of deep thought. It stated: 'In the light of school improvement (as relevant to my thesis) what would you change and improve at HS?' DB's responses were:

First. teaching the youngest members, from their entry point to HS, as to what HS culture is. Second, to learn to work in a team. Third, the hierarchy of the school, that is the principal and SMT must be more involved with the students. The principal must go where the students are, for example to classrooms and the playground, and the students must feel that the principal is accessible and approachable.

Although DB identified, in his opinion, the enabling features of a moving school,

a family outlook, good discipline and individuality in students, he also took care to underline the issues that needed addressing such as (i) every student must have a good knowledge of HS culture (ii) teamwork and (iii) reducing the distance between the students and the hierarchy.

On a personal note, DB stated that in his present position as the Head Prefect, he and his team of prefects must befriend younger students and help them out with their needs. He expanded his views on this theme. He is specific about maintaining strong relationships at three levels: between students and principal, students and teachers and students and older students.

7.2.2 Focus Group Interviews underpin HS Culture

My expectations of DB were of a high order. During his time at HS he made excellent progress in several educational arenas. In his final year at HS, 2001, he was appointed Head Prefect. His responses on school culture are indeed cogently expressed. There were however other HS students who articulated their views on this theme and many students (in three year 12 Focus Groups- see chart below) further underscored DB's perspectives.

Focus Group	Interview schedule number	Theme	Room	Date
1. Year9(A)	7	Learning culture	Tower room	23.01.2002
2. 11(B)	6	Attitudes to learning	Physics lab.	06.02.2002
3. 12 Sc.	5	School culture	Chapel	11.02.2002
4. 12 (Sub-Prefects)	5	School culture	Physics lab.	12.02.2002
5. 11(E)	7	Learning culture	Physics lab.	19.02.2002
6. 8(A)	6	Attitudes to learning	Lairn building	13.03.2002
7. 12 Com.	5	School culture	Physics lab.	13.03.2002

Table 7.1 (4.3 (Reproduced)): Focus Group Interviews at HS

All three (numbers 3, 4 and 7 in Table above) focus groups comprised seventeen year olds who made comments similar to those of DB about HS culture. Two perspectives, a high standard of discipline and an awareness of expectations were reiterated by these students.

This awareness, I surmised was commendable from students of the upper part of the school. Both staff and the older students, particularly the prefects, through their example had made this possible. I also found a remarkable eagerness on their part to openly discuss HS culture. These students were deeply appreciative of this culture which they were inheriting from (for some of them from their fathers and even grand fathers, who before them had been HS students) past pupils of HS.

The closely knit family image DB pin pointed was once again reiterated by students in the focus groups. One of them stated how he felt included and reassured by teachers and peers, members of this family. Where success at school in general and particularly at examinations were concerned, he declared, he could have managed through his own efforts and the encouragement he received from his parents. But he was very keen to state that the school community supported him emotionally which enhanced his performance and carried him to further success and fulfilment.

7.2.3 Dissonant Chords in HS Culture

Of course despite thoughtful nurturing and the existence of a family atmosphere that some students commented upon, yet others struck a dissonant note when they pointed to incidents of bullying at HS. Among several incidents I can recall two, while I was in post, to which appropriate closures seemed difficult.

Both incidents involved prefects of the school (although DB declared that prefects should befriend younger students with a view to helping them) who on the pretext of disciplining the younger students had bullied them. In both instances physical punishment had been used which officially had been phased out at HS. The respective pastoral heads who had documented the incidents brought them to the principal since matters pertaining to the prefects were handled by him.

In both instances the erring prefects (in the first case there were four, and in the second, one) were removed from office and with parents in attendance in the principal's study were warned that they must not repeat this type of behaviour in the future.

This second case I can recall vividly because I feel it is unique. I admonished the father who had come to hear the worst from the principal, with phrases such as 'do you punish your son similarly at home?' I asserted that this is unacceptable. I had been speaking now for nearly ten minutes and since the father did not respond or interject, I remarked 'what have you got to say in response?' Instead of a word response I noted he had a tear on one of his cheeks. I was now perturbed that I had been too harsh in the comments I made.

After a few moments of silence he finally spoke. 'I questioned my son about this incident at home and he replied, 'I punished this student because he was hurting me; he was misbehaving, and through his misbehaviour I felt he was insulting the school, which I love so much'.

As the principal of the school I am labelling this incident unique because I had not experienced such deep devotion to the school before this, from a student, teacher or alumni, and yet I had to decry the use of physical punishment. I removed him from the office of prefect but he was granted permission to continue at school until he completed his A Level examinations at which three months later he obtained very good passes.

In the SESI vein when I probed into deeper insights from students they were reticent in their responses. I interpreted this reticence not as a weakness in the students. I noted further that the students were not trained to think about change from within their own hearts and minds. Firstly, if change occurred around them, for example, if the daily school opening time changed from 8.15 am to 7.30 am, it was imposed from above, that is by the school administration. This kind of organisational change, the students conceded, they could not challenge.

Secondly, HS students felt that well worn practices, for example of celebrating the school birthday 2nd March every year, must be safeguarded. These were part of school culture, they were sacrosanct. A change in them would seriously erect barriers and impede institutional progress. As an intellectually well equipped student, DB was able to point to three areas where he thought change may do good: of improving knowledge and awareness levels of HS culture; of improving teamwork and reducing the 'distance' that existed between students and others.

The students in the three focus groups, all DB's juniors however had not given these matters any thought. They were happy to stay 'where they were', at least for the present. They expressed unease at making such changes at HS.

From student perspectives on HS culture, which unravelled valuable knowledge on how the school functioned, I now proceed to explore perspectives of the chair of governors, 1995 to 2000, the Rev CG (chair of governors' - name is anonymised).

7.3 Chair of Governors' Perspectives of HS

The chair of governors in most schools occupies a significant position. S/he wields a great deal of influence and performs the function of a super overseer and coordinator. S/he needs to gather crucial information, be well informed and assist the school to make progress. The chair of governors (CoG) at HS (since the establishment of the governing- board over sixty years ago) has been the President of the Sri Lanka Methodist church. Presidents of the Methodist Church in Sri Lanka are elected by the Methodist Conference every five years and simultaneously he will continue as chair of governors for five years..

Reverend CG and I, the principal at HS, were coincidentally in post in the same years, 1995 to 2000. I acknowledged that the perspectives of Reverend CG would be crucial for the purposes of this thesis. He coordinated the work of the principal in respect of the Methodist Church, to which both he and I, were accountable.

The CoG at the monthly governing board meeting (the monthly agenda typically dealt with financial, staffing, organisational and matters pertaining to the infrastructure), was able to glean how the school was performing, and thus was in the best position to

speedily activate remedial strategies, in consultation with the principal, if they became necessary. In the empirical evidence I was able to gather from the CoG, I note several valuable insights that he contributed to this research study.

7.3.1 Chair of Governors (CoG) Evaluates HS Practice

The first theme focused upon was on educational goals. The responses can be categorised under three clusters: holistic education, self improvement and to build an all inclusive personality. What then did he perceive as the four items under holistic education; a holistic development in education, a stretching of the mind, learning not just subject knowledge but learning that leads to the understanding of issues in society and how students as educated people can contribute to the improvement and service of the country.

In the four aspects pin pointed by the CoG there is remarkable interconnectedness with notions of effective learning that Watkins (1996:5) claims occurs in an effective classroom. Holistic education compares with the component:

teacher encourages the learners to engage in a variety of tasks and processes, crafted by them under the cohort promoting active learning.

Supporting the CoG's second notion, 'a stretching of the mind' is Watkins' (ibid) assertion that in effective learning:

Pupils evaluate affective as well as cognitive aspects,

thus enabling the scrutiny of another dimension. The third notion is of students being challenged to explore not just subject knowledge but to extend their thinking beyond that traditional barrier. Watkins explains this aspect by declaring that in effective learning 'teachers help students to obtain new insights and understandings' not just tread on familiar ground. Wenger (1998, also quoted in chapter five) similarly articulates this view stressing that the focus is; 'not on knowledge as an accumulated commodity but on learning as a social system productive of new meanings'.

Another compelling argument as to why affective aspects are significant is employed by Fink (2003) in his seminar on 'Maintaining and sustaining school improvement', (7th October). Fink quotes from 'The Body Shop' extract: 'Let's help out children to develop the habit of freedom..... Let's stop teaching children to fear change and protect the status quo. Let's teach them to enquire and debate..... Our educational system does its best to ignore and suppress the creative spirit of children.... It insists that education is just knowledge contained in subjects..... What's left out is sensitivity to others, non-violent behaviour, respect, intuition, imagination and a sense of awe and wonderment'.

Education then, which only engenders acquisition of knowledge of cognitive value signals an enormous void that cannot be compensated other than with the elements of the affective domain. The suggested manner in which this deficiency can be overcome is 'by changing the way of our traditional schooling'.

The fourth aspect that students as educated people can contribute to the creation of a utopia in the community, to which they belong, is underpinned by Watkins and colleagues in the following manner. 'Teachers help learners to plan future action differently in the light of new understanding, by promoting transfer of learning, planning of strategies and goal setting.'

7.3.2 Utopia in the HS Community

The concept of utopia I suggest needs definition in this context. Halpin's (2003) perspectives of utopia resonate with my own and those of Watkins. Halpin (page 3) argues with deep discernment and crafts his definition of utopia marshalling concepts of *ultimate hope* from Gabriel Marcel and *aimed hope* from Joseph Godfrey (1987). Godfrey expands his views stating that its focus is:

on hope when there is obstacle, when the one who hopes cares a great deal, and when a great deal is at stake (page 14). Halpin (ibid) supports his argument declaring that: such hope, it will be argued, is particularly applicable to the practice of education.

Watkins' notions of 'teachers help learners plan future action differently' underscores Godfrey's view on focusing on hope 'when there is obstacle.....' I draw on issues, for example 'truancy and frequent teacher absence at HS' 'when there is obstacle.....' to formulate new strategies for problematic situations. This I believe is an illustration where aimed hope has created a utopia in the school community.

Under the second cluster of educational goals CoG has made reference to students sharpening their skills, developing their own potential with hope, again 'when there is obstacle' that they can become good citizens. The theme of citizenship is one that educationists continue to revisit and the research paper perspectives of Moore and Edwards (2000) resonate with those of the CoG at HS.

They comment upon teachers' practice in a named school in which:

Students are encouraged to explore feelings, attitudes and beliefs within an atmosphere of tolerance, pluralism and trust, (which) accords well with notions of education as producing 'happy', 'rounded' and 'balanced' children (DES 1992, p.1).

The CoG expressed his conviction that HS must be keenly involved in making useful citizens of the students who receive their education there. Similar notions are expressed by DB (head prefect) and the incumbent principal.

There appears to be a link here between the CoG's second and third clusters, self-improvement and an all inclusive personality, in the notions recorded in the DES 1992 document. The third CoG cluster on educational goals for students at HS reads:

To build a well-rounded personality; to become people who can relate well to people of other faiths; to also obtain a strong moral grounding (which the CoG was anxious to intimate to me, is one of the aims and goals of education in a mission school).

The DES notions of :

within an atmosphere of tolerance, pluralism and trust', to produce 'happy, rounded and balanced children,

I surmise, provide the link between the two CoG clusters. HS, I contend, owes its present status to the firm foundations the early missionary principals were able to establish, in assisting it to hold fast to those precepts in a politically unstable, last quarter of the twentieth century. Together with a handful of other missionary and state schools in Sri Lanka, HS sustains its bulwark nature assisting these schools 'blaze this trail' in contemporary scenarios in which an atmosphere of tolerance, pluralism, respect and trust is critical, and is demanded.

7.3.3 Chair of Governors Evaluates Improvements at HS

Operating in the role of overseer and coordinator and at all times well informed about matters pertaining to HS, the CoG was in the best position to objectively assess the improvements and other forms of progress at the school. In the responses to the next interview question 'What in your opinion are the major successes and achievements at HS between 1995 and 2000?' he exemplified four perspectives which I surmised, could be elicited only from a person of this calibre.

The CoG elected to respond to this IS question under four categories of success and achievement:

Academic, teacher, spiritual and sports. 'In the academic domain there was improvement in the years between 1995 and 2000. In the 'O' Level (equivalent of GCSE in Britain) examinations there was substantial improvement, from a 56.5% success rate in 1994 to 74.9% in 1997, (my comments are not in italics: an 18.4% increase within a period of thirty months of my assuming duties as principal at HS.) In the 'A' Level examinations there was only marginal improvement.

The CoG was aware that the teaching staff had not, before 1995, cooperated wholeheartedly with the incumbent principal. His comments were:

Earlier there was a feeling that not all teachers were pulling their weight and doing their best for the school. Between the years 1995 and 2000 however, we have seen an improvement in their discipline, and this has contributed positively, for example, to better examination results.

In scrutinizing the reasons for the lack of whole-hearted support from teachers which Stoll and Fink(1996) elaborate upon under the theme 'Dysfunctional staff relationships' (p.33), in analysis, I can establish a link between lower examination results and poor teacher contributions to this pursuit. I can therefore now cogently point to one of the objectives of this research, the success of the CPD for teachers programme at HS that I initiated from 1996 to 2000. The empirical evidence needed to validate this aspect, has already been pin-pointed earlier in chapter six. At this point however, in the research process it can remain a weighty pointer.

7.3.4 Improvements at HS in the Spiritual Domain

The spiritual (the Christian spiritual experience only is considered here) improvement the CoG pin-pointed related to the changes brought about by the construction of a new HS chapel in 1993. His perspectives were:

The school should function as a place of Christian witness. ' The chapel can be the rallying point in the school demonstrating the fact that there is much greater consciousness HS is a mission school. The visionary work of the school chaplains and the activities of the Student Christian Movement have contributed to this.

The improvement in the spiritual domain which the CoG claimed occurred at HS, enabled the school to continue to act as a model. Firstly, there was an expectation that future ordained ministers of the Methodist Church of Sri Lanka would receive their early training at HS. Although official statistics to validate this premise are not available there are contemporary examples of such people, the present chaplain and vice principal, an ordained minister, is an alumnus of HS.

Secondly, if ordained Methodist ministers were a specific case, there was HS continuously demonstrating that it is a Christian school both from within the school to parents and other stakeholders (who were not all Christian people) and externally to a predominantly Buddhist community. This is indeed one of the foundational principles of the British Methodist Missionary Society and for the CoG, a previous President of the Methodist Church of Sri Lanka, it was an emboldening aspect.

7.3.5 Co-Curricular Improvements at HS

The fourth improvement the CoG identified was in the domain of sports.

In sport too there has been improvement, not in all sports, but in some. A striking phenomenon for me, however, is the indomitable HS spirit which has been re-awakened, I witnessed at sports and other school events. This was missing a few years prior to 1995. This 'spirit', was well known at HS when the leader, that is the principal, was a dynamic person. This aspect is explained by teachers and alumni alike that the performance of the school was influenced by the principal's personality and dynamism.

The correlation between high quality performance at HS and the personality and dynamism of the principal noted by the CoG therefore confirms that improvements in several arenas occurred between 1995 and 2000.

7.3.6 Factors that Hold HS Back from Further Improvement

Major successes and achievements of HS (IS question two) has given IS question five 'Outline what factors contribute to the effectiveness of your school' sufficient coverage and so I proceed to IS question six 'What (if anything) holds your school back from being more effective?' The CoG illustrated his responses with reference to two issues: the level of motivation and commitment of teachers and the standards of student behaviour and discipline. He declared that:

we need to increase the level of motivation and commitment of teachers since several members of staff are unable to focus upon the vision of HS as a Mission school- the commitment to excellence, service and to raising educational standards.

He surmised that this was an obstacle to SESI initiatives at HS and suggests that the principal conducts a programme of awareness raising and capacity building for teachers at HS. One of the reasons for a lack of commitment on the part of teachers at HS he equates with the small number of Christian teachers. As a Christian Methodist leader of Sri Lanka he asserts that he has noted the lack of devotion and dedication to

tasks teachers exhibit which in his reasoning is an obstacle to school improvement and must be remedied.

Commenting upon the behaviour and discipline of students the CoG claimed:

Discipline standards have seriously deteriorated in recent times. Some people today do not even respect their parents. As a result teachers are confronted with rebellious students who obstruct a constructive classroom atmosphere which can, in turn, impede school improvement.

From the comments the chair of governors has contributed I now turn to a discussion of a critical aspect of stakeholder interest and concern, those of parents' perspectives.

7.4 Parents are stakeholders who know the School Best

Earlier in this chapter (section 7.) I have noted that 'Parents are the most critical component of stakeholders', comparing them with governors, alumni, the Methodist Church of Sri Lanka where HS is concerned and the school community. The oft stated comment about parents is that some of them are not sufficiently concerned for their offspring. Those who make this comment then argue that more parental involvement in their child's school can encourage its improvement.

Most parents however stake a claim exhibiting their rights to question the school on the quality of education which their child receives. At HS the more aware and articulate parent found that it was mutually of benefit for both parent and teacher to work collaboratively to improve the quality of education for the student. These parents were often active members, mostly committee members, of the Parent-Teachers Association.

At these meetings parents engage in delving into some school practices such as the setting of meaningful homework. They appear to be suspicious of teachers. It was an exacting task as chair of the Parent-Teacher Association Committee meeting to invite parents and teachers to work in harmony. This became possible but it took time to operate. Amidst all these activities however the stakeholder claims continued to be made and with them new realities needed to be addressed. This atmosphere then formed the backdrop to the understanding of complex issues that were raised by

parents the most critical component of stakeholders and pave the way for improvement strategies.

7.4.1 Parent Relationships with HS and Their Feedback

A parent who had connections with HS for twenty two years, with three sons who found admission to HS in 1979, 1984 and 1987 was the first respondent to the Parents' Interview Schedule (IS). He was a businessman whose education did not extend beyond the GCSEs. Both parents in this case however were eager that their offspring should be educated at HS, find good employment and rise along the social ladder which Dore (1976, p64) articulates in the statement, 'the role of education is a channel of social mobility'.

Mr SA recalled that when he brought his first son for admission to HS in 1979 the principal addressing all the parents said, 'Do not be satisfied admitting your son to this school but now support them, attend parents' days and together with the help of God we shall equip your son with a good education'. He responded to the first question, 'What sort of relationship does the school have with the parents?' as follows:

I have thus heeded the incumbent principal's advice and supported the school over a period of twenty one years. As parents after our third son started school at HS we had access to three phases of education- kindergarten, primary and secondary. This enabled us to understand HS better than other parents who only had one son at the school and therefore our relationship with HS was indeed close..

Mr SA responded to the next question, 'how does the pre-1995 period compare with the present time?' 'There were some good times and others not as good. My experiences with HS were not one hundred per cent successes, seventy five per cent of them were very good.

Question three: What sorts of feedback do you as a parent supply the school and how often? Mr SA's response was:

In the case of our youngest son doing 'O' level examinations in 1998(during your time as principal) Year 11 teachers organised monthly review meetings starting in February which proved extremely valuable both for parent, student and I believe, teachers.. Similarly parents' days every term, which all other year groups conduct, had separate agendas as different to monthly review meetings (above). Parents could then supply appropriate information and in turn teachers assisted with purposeful strategies that could support the students leading to the raising of standards.

The monthly Year 11 student review meetings, started in 1997, although involving a great deal of additional work for the teachers, they were well received by parents and teachers alike. This was because they promoted school effectiveness and improvement. Strategies embarked upon following on from evidence gathered at these meetings directly improved examination results. This was an instance of a planned line of action which was productive.

Question Four: Interest in my child's school; the responses entailed a comment and a notional figure indicative of intensity of interest.

As parents we are in the 'very interested' category and we would like to score 95per cent on the intensity of interest.

Question Five: Attendance at meetings-a scale of response was stated in the IS schedule- Very good > 85per cent; good 65 to 84; average 50 to 64. Mr SA responded:

Our attendance record was 100per cent. Others in our category were parents whose son's work was very good. There was however students whose results were poor and their parents did not attend regularly, their attendance rates may have been below 50per cent. Some of them were summoned on special occasions because their son's progress was causing concern.

Mr SA's support and feedback to HS were of outstanding value. Of course it needs to be stated that they were parents of three sons and that they were in employment that assisted them to participate in school events totally and wholeheartedly. In comparison however there were few others who earned this place of distinction of exhibiting enormous interest in the school and their sons' education.

Question six: How would this compare with the situation pre-1995? Mr SA's response was:

This is a very good question. I have discussed this with Section (Pastoral) heads and some of them have remarked that parents' attendance has soared during this time, starting in 1996. The reason is that parents are now taking much more interest in their sons' school performance.

The reasons for the upsurge in parental interest are many. The first is that parents are much more aware of what the future holds for their offspring without qualifications- the school has disseminated this information to them. Second, in recent years there has been evidence at HS that there is a correlation between increased parental interest in their sons' education and good examination results. These and other reasons clarify the success of parent attendance at meetings at HS.

Question seven: How does the school communicate with parents on educational matters? Mr SA's responses pin-pointed three aspects:

First, through the son's General Work Book. This is the most easily accessible and effective channel of communication. Most parents think they are well served through this. Then there are special letters the son brings home especially in their examination year, year eleven.

Question eight: How does this compare with the period pre 1995? Mr SA declared:

Formal communication was very similar pre 1995. What did increase was news about additional parents' meetings in year eleven to monitor examination preparation. Another area of increase post 1995 was news conveyed regarding fund raising activities. So the number of times the school communicated increased at least by 50%.

Mr SA functioned as a role model for other parents. He was not a campaigner for issues, such as enhancing examination results or any other. And yet these parents (Mr and Mrs SA) displayed high levels of commitment to the school. In retrospect I can state that they were indeed an asset to the school. Of course through their regular attendance at school events and meetings Mr SA held high office (voluntary and unpaid) and contributed very willingly to the improvement of HS. Of course as stated earlier their paid work commitments did not constrain them. Their devotion and loyalty to the school were unreserved and unquantifiable.

7.4.2 Further Empirical Evidence from Parents

Among the other parents interviewed was Mr ARTC displayed a great deal of devotion since he was an alumnus of the school who had one son at HS. If parents

were not enthusiastic towards supporting the school then it was problematic to request them to participate in this interview. Mr ARTC described the relationship the school had with the parents as follows:

The school maintained cordial relationships with the parents. I felt it understood the needs of the parents and in return a large number of them actively supported the school.

To the second question, 'Have relationships improved in the last five years', he responded:

They continued unchanged over a long period and have got better in recent times, that is, in the last five to seven years.

In question four a request was made to Mr ARTC as to what category he belonged, Very interested; Quite interested or Not Very Interested, his response was:

Very interested, at 85per cent now (in 2000) as compared with 75 per cent over seven years ago (1993).

Mr ARTC's attendance at meetings the school convened was not as high a rate as Mr and Mrs SA's but he did display deep interest in his son's progress at school. One reason for this was his employment commitments which were in contrast to Mr SA's. He extended his remarks:

Whenever the occasion demanded I was there at parents' meetings; I would score Very Good, 85per cent for my efforts. I wasn't in this category when my son was in the Middle school stage, later at sixteen when he was in the examination class parents' attendance rates had risen because they were interested in their son's success at exams. Before 1995 attendance rates were lower. They improved after that because parents had confidence in the administration; the principal and the staff, that they were doing good work.

In contrast to Mr SA's responses to question seven Mr ARTC stated that the school communicated with parents "always by letter" and parents communicated with the school through the son's general work book. As a response to question eight he was keen to point out that at school a great deal had improved but externally other factors were creating obstacles.

Parents are concerned today about their sons' future because the world of work is more competitive than ever before. Even if you pass exams it is difficult to find employment. The rat race in our sons' generation has got worse. The strange thing is parents like me, I am satisfied with the education my son receives at HS, but I fear my son will not find a job.

The next question referred to parental collaboration with the work of the Parent Teacher Association at HS. Mr ARTC very proudly announced that he was a member of this organisation now for twelve years and had been active in its work without serving on its committee. When I probed further as to what specific projects he was involved in he replied:

I was closely associated with fund raising projects such as walks, staging dramas and musical shows. Walks were just not only for fund raising. Other gains from them were the opportunities for parents to interact more closely at a social level with teachers and the principal and this has promoted cordiality and improved relationships which augur well for the future.

To my question 'Would you call this an improvement?' Mr ARTC replied:

Yes, it is an improvement. Earlier, that is pre 1995, parents only knew the class teacher but now they get to know nearly all the staff. This is helpful for both parents and teachers. This assisted teachers and parents to acquire a whole school perspective which was beneficial to both groups and to the school. What earlier was discussed only at parents' meetings now could be discussed more frequently. This engendered better understanding and improved relationships.

There have been times when parents complain about teachers and teachers have been aggrieved. At walks more space and time have been created to iron out disagreements between parents and teachers. Most of the earlier distrust that has existed between the two groups appears to have been removed. This is good for the school and for all who are linked to it. They now work more collaboratively and promote greater effectiveness and higher achievement.

In sum then Mr SA in comparison with Mr ARTC referred to attendance at meetings and the ongoing support the school was seeking from all parents in the cause of continuous school effectiveness and improvement. Mr ARTC in contrast emphasised the gains from fund raising activities such as walks. In analysis both aspects seemingly are important although neither of these parents appeared to be too concerned with pedagogical or curricular aspects which I suggest are also crucially

weighty aspects requiring continuing debate and action if the school is to improve its present standards.

7.5 Alumni at HS press for Sustained Improvements

There are two categories of alumni responses; the first is an individualised interview and the other a focus group interview of three. I found it difficult to separate these two categories and so they are considered together. Other alumni were unavailable at the time of interview. I include this segment for two cogent reasons. First, alumni concern for and interest in the school is deep. Several of them claimed that the school is the place which nurtured them and ascribe their present good fortunes, in the form of high status employment, to their alma mater (one's school). Second, alumni whose interest is enduring feature in substantially crucial roles in the future of the school (also refer the introduction to this chapter, section 7.).

7.5.1 Perspectives of Principal Educational Goals for HS

Mr AHC stated the following aspects as the principal educational goals that HS tries to achieve for its students:

Academic excellence, that is, obtaining good examination results. The values the school emphasises are: prioritise equality especially as Christians. express oneself freely, but be conscious of not transgressing on the rights of others. Work or play as a team, working hard, participate in co curricular activities such as sport and religious societies.

These perspectives indicate first the variety of activities HS was able to provide its students which then led to, secondly, high levels of motivation. Mr AHC was appreciative of the marvellous teachers who not only ensured he was the recipient of a high quality academic training for he was fortunate to obtain a University education. The school was an exciting place consistently renewing and re-energising young people.

In such an atmosphere most students were on task in their classrooms and on the playing fields. The teachers were not subject to burn-out, instead their motivation levels increased. There were very few problems related to poor behaviour and attendance levels also improved. This situation is similar to that found in Burn's (1978) seminal work on school leadership (see section 5.7.3). Burn's perspective refers to a sequence of events 'where people, leaders and followers, raise one another to higher levels of motivation and morality'.

7.5.2 Increasing Levels of Motivation: A Launching Pad for SESI at HS

In this scenario teachers and students, I contend, raised one another to higher levels and this appeared to be a launching pad eminently appropriate for school effectiveness and improvement. Of course this alumnus was recalling his time at HS and the maintenance of high standards then. Between 1995 and 2000 however some standards had fallen and it is in this context that alumni organisations of HS constantly placed before the principal and the governors their expectations of HS. It is in such situations alumni proposals were received with respect and appropriate strategies were put in place to raise standards.

In this context I need to point out that alumni proposals were not always pragmatic. They pointed to successes of times gone by, not necessarily those appropriate for the contemporary scene. The passion expressed by a large number of alumni to sustain high standards at HS cannot be treated lightly, this has to be accredited. Their knowledge on how to activate SESI programmes in contemporary times however is deficient. It is then that on several occasions conflicts arise. On the one hand, both the incumbent principal, governors and alumni together want school improvement programmes initiated, and on the other, which programme is best for the school in contemporary times is often contested. It is a challenge then to coordinate the enthusiasm of all three interested groups: alumni, governors and the principal and through consensus to aim at the best strategy for the school.

7.5.3 Alumni Perspectives of Major Problems and Major Challenges at HS

Mr AHC's views on major problems and major challenges³ HS faced were as follows:

Students at HS represented a cross section of Sri Lankan society. A large number of them were from middle class homes. There were of course some from poorer homes. The school helped a few of them, financially supporting them.

In the 1990s International schools have started to compete with schools similar to HS. Some students who previously found admission at HS were now diverted to international schools, especially if their socio-economic status was high. One of the major challenges in recent times then has been finances. There is evidence however that in the late 1990s with better budgeting and enhanced fund raising HS has improved her standards once again.

In the factors Mr AHC has identified the major challenges that HS faces are perceived firstly as finances, an impoverished curriculum offer such as in science, computers, library and sports facilities. Secondly, HS faced competition from the International schools. HS having opted for private school status in 1961(see, Table 1.2) does not receive any financial support from the government. Until the early 1980s when the government offered to pay registered teachers' salaries the school experienced severe financial problems and had to raise its own funds. Alumni, parents, friends of HS and the Methodist Church of Sri Lanka enabled the school to survive through their financial support. In the 1990s however financial management has improved mainly through the visionary work of HS Welfare Society and several facilities have been restored to their pre 1961 levels. This has once again seemingly set the stage for SESI strategies to operate and further improvement at HS appears to have been made possible.

Question number four read as follows: 'If we were to assess the effectiveness of HS what factors would you take into account? Mr AHC pointed out that to sustain high academic standards the school must have high quality teachers. Some teachers have high expectations of their students and often students deliver passing their examinations. To him acquiring knowledge and achieving examination success was one indicator of effectiveness. Mr AHC however did not interpret school effectiveness in terms of examination success only. He pin-pointed value systems taught at HS during pastoral time after morning registration as another indicator of school effectiveness.

Mr AHC's perspectives validate and accredit good educational practice of his day. This is a challenge and if HS is to persevere with the SESI programmes initiated

between 1995 and 2000 at HS then recruitment of competent and dedicated staff becomes a priority. Of course this point has already been made by the Chair of Governors earlier in this chapter (see section 7.4.4,p.20). The point of the lack of funds to engage in programmes that will lead to more and sustained improvement has been noted. In this context the efforts and financial support of the Parent Teacher Association and Alumni Organisations have continued to encourage HS to sustain their improvement projects.

The strength of feeling and the unity of purpose displayed in the activities of Alumni Organisations have extended from the 1990s to branch organisations abroad. HS Alumni Associations in Britain and in Australia, in the cities of Melbourne and Sydney, enthusiastically engage in fund raising to assist HS to continue with projects to improve the school. Examples of specific funding from Alumni Associations overseas have been towards new buildings, computers, equipping the science laboratories and for sports.

Seeking further support the incumbent principal is expected to negotiate with all Alumni Associations inviting them to participate in HS events. In 1999 when I was in post HS celebrated its One Hundred and Twenty Fifth Anniversary. Alumni from all parts of the world attended high profile occasions in Sri Lanka during the anniversary, making them a rallying point and a base for further support for HS which I suggest leads to SESI. Here then is another example which relates to the research question linked to stakeholders of HS: 'Is the principal able to harness the enthusiastic support of all stakeholders for SESI?' A response to the research question in this instance is in the affirmative where the alumni are concerned and it augurs well for the future. This I believe is another competing tension, of enabling all stakeholders to stay focused, that I managed competently between 1995 and 2000.

7.6 Conclusion

In this segment three parental perspectives that were among the interview responses are highlighted. First, regular attendance at parents' meetings made parents more aware of school organisation which enabled them to help their sons: its times of starting and ending; lesson timing; after school activity and other school events. Of

course all parents did not share the same fervour and passion for school activities. The critical factor that determined parental motivation to attend meetings was the importance of a specific meeting. In the upper school most examination based meetings for example, boasted of over 85 per cent attendance. In contrast at middleschool level, that is, in years six, seven and eight attendance was poor mainly because parents were less concerned with non-examination groups.

Evidence to support this notion the school community found in the soaring rates of parental attendance at year eleven student examination preparation review meetings once a month, annually eight meetings, which were introduced in 1997, the second parental perspective. This initiative was popular and successful because it addressed two issues: frequent monitoring and continuing appropriate support. A third issue equally significant, was that as far as the school and teachers were concerned, whether parents showed interest or not, all students benefited from frequent monitoring followed by appropriate support.

This goal assisted the school to achieve school improvement in three impressive ways. First, through more monitoring and support the high achieving student cohort at HS and other students too improved their GCE'O' (GCSE) Level grades. Second, teacher and student motivation levels increased, since 'success begets success', and third, attendance and behaviour standards also improved. In sum, it was an appropriate strategy which the teachers and parents were passionate about and the principal encouraged. Institutional improvement followed in its train which meant that a school with high standards can improve further.

The third parental perspective, fund raising activities also increased remarkably post 1995 (see parents' comments above). They also promoted other school improvement initiatives such as collaboration and collegiality. Activities such as walks generated sociability and improved relationships which signalled a unity of purpose and cohesion between two groups, parents and teachers and indeed the whole school community. Prior to this initiative they distrusted each other and acted separately and ineffectively which in retrospect, I suggest, were lost opportunities.

In evaluation of parental, governor, alumni and student support for SESI at HS I noted early in post, in 1995, that these arenas were under-harnessed hence the research

question 'Is the principal able to harness the enthusiastic support of all HS stakeholders for SESI?' Exploring each of these arenas it has become clear that the principal's approach, that is to indicate that SESI is needed at HS and the stance, that is to make known, as I did with staff that we engage in this activity together for the sake of the students and the school, is critical.

I was, to these constituencies a facilitator, an enthusiast, a dramatist, a coach, a cheer leader and builder, enacting Peters and Austin (1985) concepts of leadership (see also section 5.7.4). Simultaneously the school community sought guidance and direction from the principal and I was keen to invite students, teachers, parents, alumni and governors to participate in these endeavours.

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CHAPTER EIGHT: THE AIMS, CONTRIBUTIONS AND FUTURE DIRECTIONS FOR RESEARCH OF THIS STUDY

8. Introduction

In this chapter I include discussion on the role of leadership, teacher development, student perceptions, stakeholder involvement and the impact of school culture on the creation of an improved learning organisation at HS. It is crucial to record at this point that the intentionality of the whole research enterprise is to encode all forms of development that occurred at HS between 1995 and 2000, within the framework of school effectiveness and school improvement (SESI) and then to suggest dynamic, further forward movement in the pursuit of SESI for HS.

‘Why does a successful school need improvement?’ an issue raised during supervisory interaction, I have firstly, responded by pin pointing Stoll and Fink (1996:94) adage: ‘No matter how effective the school is deemed to be there is an assumption that more can always be achieved’. Second, in countries such as Britain, school improvement literature appears to deal mainly with failing, struggling, sinking or schools that are seen to need turning around. HS was not categorised as fitting any of these four descriptions. Addressing new realities such as computer technology, on-line learning and globalisation however, even in an effective school on the basis that more can always be achieved’, SESI strategies were embarked upon.

Thirdly, improvement was deemed necessary at HS by all the stakeholders in 1994 and the expectations of the new principal therefore were high, (see section 3. 3). Fourthly, I argue, if improvement was operationalised only when the school was facing difficulties then there is no provision for life long learning or continuing professional development (CPD) of teachers I practised at HS. The key concept here is that of continuity. Within the SESI framework, an ongoing effort at improvement is required with brief spells however given to evaluation and reflection.

For the purposes of this discussion therefore, I draw inspiration from the first three themes in the analysis of empirical evidence to enrich this segment of the research

endeavour. Student perceptions of their school HS as consumers and their expectations may equally yield exciting scenarios. The concept of culture permeates all themes I have identified and can promote the understanding of school processes and functioning at HS thus enabling further improvement.

8.1 The School Leadership Factor in School Improvement

8.1.1 Visibly Strong Leadership, Collegial and Shared Leadership or Conjoint School Leadership

There are several competing tensions that need to be clarified in exploring this theme. First, is the school leader a visibly strong person or a collegial person who seeks support for improvement enterprises that have been corporately agreed or does s/he practice conjoint (dictionary meaning of conjoin is join together) leadership? I have noted elsewhere (see 4.1), that concepts of autocratic, dominating, top-down and imposed styles of school leadership have been contested.

The image then of the principal in the literature is changing, and it was no longer deemed appropriate to be autocratic, but at HS I was invited to demonstrate just that. The HS community was not aware of the new styles of leadership. This then was the first competing tension. In the context of HS, in the view of the school community that generally believed HS needed to improve its performance there was no substitute for the principal, that is, another person or a team of people who could activate this programme. They expected the principal to be solely in charge of this task.

Confronted with this dilemma I responded not with a totally alien style of leadership. In activating the teacher CPD programme of thirteen Saturday morning seminars which I designed for HS, I exhibited visibly strong leadership in this exercise, which was the expectation of all concerned at the school. To demonstrate however, my intentions of shared decision-making, I invited three senior members of staff, after discussion, to support the principal in the choice of themes for the first two seminars.

Themes for the remaining eleven seminars were corporately agreed by all staff. Sammons, Hillman and Mortimore (1995) Eleven Factors for Effective Schools which I used as a path-finder (an explorer) at HS in 1995, I contend, did not inhibit

HS teachers who selected the themes, (see Table 6.2). This was indeed evidence that staff was involved in shared decision making. They may have opted for themes unfamiliar to them from the Sammons' list but these signalled their intent of embarking on SESI programmes. The selection of themes such as 'All teachers are counsellors', 'team work' and 'school based assessment' indicated both a maturity and perceptions of the current needs of HS.

Here then is evidence in which the school leader did not appear to practice autocratic or collegial models of school leadership. As leader of HS I attempted to opt for conjoint leadership of activating SESI strategies, together with a visibly strong style of leadership. In doing this I acknowledged that my practice resonates with those of other scholars, for example, Harris and Chapman (2002:4), and Harris and Day (2003: 93) who declare: '....this leadership approach (that is the autocratic approach) was least likely to lead to sustained school improvement'.

8.1.2 Concepts of School Leadership and Change

The second competing tension is articulated in the form of a question: Are the concepts of leader and change synonymous? There is evidence that most leaders in post have engaged in change. The Royal Society of Arts (1999) perspective, argues that, 'In these times of rapid development..... if the person at the top does not create change, then by definition that person is not a leader' (p.7).

The tensions arise, I surmise, when examples of schools still exist where educational progress falls below the expected standards and there are principals who do not accept that change may benefit the school. Of course, it needs to be stated that mediating factors such as the dearth of finances (and others) and the resulting lack of resources at a given period may persuade school heads to postpone change. At HS, for example, when I assumed duties as principal in 1995 one of the priorities I decided upon was to change the physical appearance to HS: repair window panes and to have some buildings painted. This, I asserted, can both improve the learning environment for the students and enhance the school image. This would assist other changes I was planning.

Another area in which change was needed was in staff morale, which I found at low ebb. Teacher absenteeism was remarkably high (see Appendix Five: more statistics are available from school office daily attendance of staff records) and there were colleagues who left school premises during their non-contact times arriving late or not arriving for time-tabled lessons. These compounded the difficulties the school encountered and together with poor student discipline that these practices engendered, it was a situation where the school required change in several arenas.

These disagreements, as expected, exacerbated the tensions that can exist between the school head and the teachers. Teachers at HS, therefore understandably, on several occasions resisted changes the new principal proposed. One example of change I proposed was the teacher continuing professional development programme. It resonates with Harris' (2002) contention that 'teacher development is a major component of all successful school improvement programmes'. Teachers who resisted this change commented, 'Why do teachers who are already qualified need to pursue further training activities?' (see 3.3).

The competing tension in this instance is the minority of teachers' desire to 'stay as they are' and the principal perceiving that change is needed. In this context, it can be illuminating to explore the scenario in which this decision could have been shared. As the new principal, I believe, change had to be initiated by the leader and by definition it was a 'top-down' decision. The disagreements and the resistance to such decisions, I suggest, are almost unavoidable.

The awareness that such decisions were reached during critical times, but an antidote to sustained school improvement assisted me to employ strategies such as greater teacher consultation and consensual decision making and my interpretation of the change process. On reflection I acknowledged that involving others in the process of decision making expanded the capacity and the potential the school would have for improvement. The evidence Dunford et al.(2000) employ, of their research of thirteen British schools, that nine principals have included a sub-section on significant change in chapters each of them has contributed, further undergirds the contention that there is a positive interconnectedness between school leaders and change.

8.1.3 Building Leadership Capacity to Expand Parameters of School Leadership

The third competing tension deals with initiating further improvement programmes such as building additional leadership capacity. At HS, practices such as shared or devolved leadership were unknown. In the early months as principal of the school one teacher responding to my question, 'why don't you take a decision with regard to a disciplinary problem, commented: 'we do what we are told, we do not have a culture of decision making here', (chapter three). This signalled not only an unwillingness to activate practice teachers were unaccustomed but also clarified explicitly for me that it is risky, and the likelihood that it will not be successful. In such a culture, building leadership capacity I perceived as difficult.

I was nonetheless convinced that distributed forms of school leadership can be effective within the framework of SESI strategies. I therefore decided to demonstrate to teachers the notion that with additional leadership capacity activated the school can develop faster. In this context I acknowledge that without a clear focus on 'capacity', a school will be unable to sustain continuous improvement efforts or to manage change effectively.

There are several authors in the field of school improvement who frequently employ the notion of capacity and two such constructs particularly those of Meyer (1992) and Senge (1990) are relevant to this research endeavour. Meyer points to a general notion of 'readiness', or staff preparedness for change. Senge, on the other hand, draws attention to the institution-related image of the 'learning organisation' (p.3,4). When I decided to invite staff at HS to build leadership capacity then, the intentionality was both to expand and extend the current structure as in axiological improvement (see chapter two) and create new capacity.

Evaluating my practice at HS, I believe that I achieved considerable success with members of the senior management team who incorporated Meyer's and Senge's perspectives in their practice. They were both prepared for change and exhibited their keenness in building a learning organisation in their involvement in the CPD for

teachers programme. This success I ascribe to their longer years in service as teachers. They understood better (in addition to seniority in the teaching service, all of them were pastoral and faculty heads) what this programme entailed and were more assured about the benefits of such an initiative. From a nucleus of fifteen senior teachers, who functioned as role models, notions of building school and leadership capacity gradually permeated the whole staff.

This process was slow, it took eighteen to twenty four months to disseminate, but it was a strategy that paid dividends. There was measurable success in the form of improved examination results and fewer students being excluded and un-measurable success in staff collaboration and cohesion (empirical evidence recorded in chapter six) thus changing existing school culture. There was some related improvement in teacher attendance and simultaneously student behaviour too improved. This aptly demonstrates Wenger's (1998) perspective (also quoted in chapter six) that in teacher CPD programmes the focus is not only on improving knowledge, but on learning as a social system productive of new meanings, in this instance, a more inclusive and collaborating staff.

8.1.4 Role Model Motivation for Further Professional Development

The fourth competing tension relates to the issue 'To engage in continuing professional development', or to accept the premise, 'I have already qualified as a teacher, I do not need any further training', (see also chapters two, three and four). At this point I must state that from the earliest opportunity available to me I demonstrated to staff at HS the critical nature of the contention: the school must explicitly exhibit its desire to achieve the status of a learning organisation.

Decisions to initiate, implement and institutionalise strategies for teacher development at HS were, first, inspired by Senge (1990) 'Schools that improve and continue to improve invest in the life of the school as a 'learning organisation' where members are constantly striving to seek new ways of improving their practice'. Secondly, Day's (2003: 42) research finding which he identifies from empirical evidence of a recent British study that 'All the principals associated leading with learning' appears similar to my thinking at HS between 1995 and 2000. These and other perspectives resonate

with my practice and lend credence to my study, its development and its impact on the CPD programme for teachers at HS.

When I decided to research my experiences at HS therefore in 2001, I had already conceptualised (in 1995) the research hypothesis (see 3.3) that 'the CPD of teachers programme will have more impact if led by the principal'. I had also indicated to staff that I was a learner acquiring two further teaching qualifications since my initial teacher training before assuming duties as principal at HS, and now continue learning through a PhD course. My action resembles Day's (2003) view, 'Some principals enrolled for a higher degree- 'because I cannot persuade staff to invest in their own professional development unless I invest in mine', (p.42).

This demonstration of intent as a role model enabled sixteen members, of mostly younger staff, to inform me their intent of engaging in further training. These were additional study courses that were over and above what the school initiated as the CPD programme for teachers. Sixteen (out of one hundred and three) staff members, as expected, were received as role models for their colleagues to invest similarly in their future and that of the school, and several staff subsequently enrolled for further degrees and diplomas in education.

8.2 Teacher development and School Improvement

Many authors in the field have claimed that if school improvement is perceived necessary, then the centrality of teacher development in that process needs to be recognised,(Harris, 1995 and Hopkins, 1994). A second perspective which post-dates my practice along similar lines is located in the evidence in recent writing (Day, 2003) that the senior management team and heads view teachers as the key to successful school improvement. Knowledge of these perspectives encouraged me to vigorously embark upon the programme of teacher development at HS.

8.2.1 Influence of Research on Teacher Development

Research can powerfully shape the actions of principals and encourage attempts at transformation within schools; in turn, the outcome of such action can be school

improvement. The HS community had decided that improvement was needed for the school, and I, the principal was seen as necessary to initiate that course of action.

Of course the argument is raised through the research hypothesis that 'the CPD programme for teachers will have more impact if led by the principal'. The principal however was simultaneously intending to initiate distributed forms of leadership on the basis that conjoint agency can be more effective rather than the actions of one person. This issue then can be further argued that the conjoint leadership practice at HS; contributory factors to this were first, I had a foreign outsider perspective, and second combined also with an insider perspective of HS, which included the cultural background, for my early education was in Sri Lanka; that these perspectives facilitated the construction and delivery of the thirteen seminar CPD of teachers programme at HS between 1996 and 2000.

8.2.2 Quest for Developing an already Developed School

In the introduction to this chapter (in section 8.) I have raised the issue 'why does a successful school need improvement?' This I have addressed quoting Stoll and Fink (1996), 'no matter how effective the school is....more can always be achieved'. Loader (1997: 18) underpins this perception neatly using the metaphor from alchemy, the dictionary meaning of which is, 'a medieval form of chemistry, the chief aim of which was to discover how to turn ordinary metals into gold'. Loader, in this context, defines it: 'Alchemy is about transforming something which is already valuable into something which is better. What a wonderful way to conceive of the role of the principal helping to transform lives into even better lives. This is the alchemist principle'.

In analysis, the better lives Loader pin-points, are both lives of students and teachers. The argument some teachers and governors at HS raised, 'why do teachers who already have a teacher qualification need further training', lacks credibility because the invitation to undergo more professional training, in this context, is not just for beginning teachers. It is for all teachers who are 'already valuable', to transform them into 'better' teachers. In the students' case, 'the principal and staff helping to transform lives into even better lives'. The intentionality then is both students' and

teachers' improvements indeed contributing to better outcomes of excellence and experiences for all people involved in transforming the school and community:

At HS, institutional improvements I perceived necessary are stated in the table below.

Elements requiring improvement	Small/medium/large improvement
Curricular: Examination results	Large
Co-Curricular: Drama, Music/Choir, Sport	Medium
Student Discipline	Medium
Student Leadership	Medium
Student Attendance	Medium
Teacher Absence	Medium
Teacher Morale; Collaboration, Cohesion	Medium
New Pedagogies for Improvements in Teaching	Medium
Classroom Student Work Displays	Large
School Environment-Greening the Campus	Large
Construction of New Buildings	Large
Regular Painting and Repairs to Buildings	Large
Increased Parent Teacher Interaction	Large
Increased School Governor Interaction	Large
School Image Building, Media Interaction	Large

Table 8.1 Improvements perceived necessary at HS by the principal

I have stated elsewhere that HS was not a school that needed 'special measures' or one that needed 'turning around' (see 8.). It however needed application of the alchemist principle. This is the arena in which the new principal's work from 1995 to 2000 was having an impact leading to a metamorphosis of existing practice.

8.2.3 Selection of Teacher Development Activity

In the pursuit of school improvement, therefore, I had to decide what type of staff development activity would be appropriate at HS. In chapter six on the analysis of teacher practice of CPD at HS I have stated (see section 6.3.1) that 'this variety of school development was a new phenomenon'. Earlier, teachers had been released, and still are, to attend technicist external sessions (ibid) in which the benefits, may be

marginal. As such, I perceived the most appropriate type of staff development was in-house, in-service, whole school forms of CPD (ibid: section 6.3.2).

These forms of CPD were new to staff at HS. They brought the whole staff together in meaningful ways, there were opportunities now for the first time for interaction, not just on curriculum and organisational matters which impacted on the school, but there was social interaction as well, which demonstrated that more effective teacher collaboration and cohesion among staff was generated, resulting in higher productivity and institutional improvement.

The intentionality of the school leader then, was school improvement which is at heart a collective activity where organisational learning is a dynamic and systemic process. The selection of the 'whole school' variety of teacher development, more than others, contributed vigorously to school improvement at HS. The provision for social interaction, and not just traditional forms of teacher learning such as acquiring knowledge, systems and skills, generated work patterns productive of new meanings. For a large number of HS staff this was a new set of experiences which generated further expansion and improvement.

The principal at HS had earmarked two original goals (SESI inspired) for the school when he commenced work in 1995. They were: raising standards in all activities, curricular and co-curricular and changing some elements of school culture. I acknowledged that there were several options open to me. I prioritised teacher development on account of my belief in the perspective 'teacher development is a major component of all successful school improvement programmes'.

Of course, teacher development is only one option available to me. Change in school culture, additionally, I was persuaded again by SESI literature, could steer the ship of school improvement to less turbulent waters. Change in school organisation factors, such as effective time-tabling, departmental/faculty and pastoral team activity and parental and community involvement and yet others, could play significant roles. For the purposes of this thesis however, I will now turn to another of these factors, school culture.

8.3 Impact of School Improvement on School Culture

Proponents of school improvement, Hopkins, Ainscow and West (1994:196) claim that 'school improvement strategies can lead to cultural change in schools through modifications to their internal conditions. It is cultural change that supports the teaching-learning process which leads to enhanced outcomes for students....school improvement is the process through which schools adapt external changes to internal purpose. When successful, this leads to enhanced outcomes for teachers and students, and ultimately affects the culture of the school, as well as its internal organisational structures'.

8.3.1 Computers assist HS in Culture Change

At HS, between 1995 and 2000 several cultural changes were initiated through the school improvement strategies that were introduced. Rapid technological advances externally signalled the necessity for modifications within the school. Without change the school may have stagnated and its practices declared redundant which again may have impeded its competitiveness especially when future student recruitment programmes operated.

The first example of keeping pace with the rapid technological advances, on-line learning and globalisation particularly in the economic domain, was to equip HS with computers. This intervention was indeed timely since it ensured students who sought employment at 16+ and 18/19+ were not disadvantaged. Of course, since this initiative was a heavy financial burden for schools such as HS (without support from the government) only a limited number of senior classes could benefit from this enterprise.

When questioned, did this initiative result in cultural change at HS, I respond, 'since it meant an exposure to a restricted number of students, its impact was not as far reaching as intended and yet it was a visionary endeavour'. It helped the school not to succumb to the external pressures from the world of work. It impacts on senior

students and teachers in charge because they felt adequately linked and there was a sense of urgency about work in computer classes.

8.3.2 Transforming Public School Culture to Promote Contemporaneity

The introduction of computers assisted changing HS culture in recent times, that is, from 1996 onwards and it demonstrates how external changes are adapted to internal purpose. In chapter six a HS pastoral head pin-points another perspective of school culture which has resulted in cohesion and differs from the cultural change linked to the introduction of computers. He cogently states that HS, a 130 year old school has many established traditions which have enabled the school to function as a family, which is strength.

In this context I elucidate elsewhere (in 5:4.3) that ‘a school which boasts of a history of over one hundred years understandably enhances its image through its traditions’, reiterating its strength. This is the second example. Here, I argue a contrary viewpoint underscoring my perspective with Morgan’s (1997:217) notion. He has drawn on Miller’s concept of the Icarus Paradox (1990) to show that over time, the strengths of organisations may become weaknesses, leading eventually to their downfall. Extant strengths therefore do not necessarily signify strengths in future years. Those in the present must invest now in on-going programmes of improvement. That is what I propose for schools such as HS in Sri Lanka and other similar schools elsewhere.

The Icarus Paradox clarifies the need for on-going work. Icarus, a creature in Greek mythology, was enabled to fly at considerable heights with the help of wings made by his father but was killed when he flew too near the sun and the wax attaching his wings melted. The example Caldwell and Spinks (1998:205) employ using the Icarus Paradox, is that of the extraordinary success of Australian public schools.

They suggest that such schools which served the nation so well in the past may not stand the heat in the demands of the knowledge society and a global economy. Strengths these schools possessed which enabled them to perform at very high levels may turn to weaknesses eventually leading to their downfall.

The key concept here is that schools without further and sustained improvement in the new knowledge and global society the strengths of times gone by will not support them in present times. The new realities will consume the outdated potency of such schools. HS may encounter a similar predicament, I contend, unless it adapts its school culture, through SESI strategies, to accommodate rapid technological change occurring in the first decade of the twenty first century.

What I proposed for HS then, was cultural change which was inclusive, that is, to preserve traditions that are time honoured but adapted to the contemporary scene. In this arena therefore the reader is challenged to reflect on the extraordinary success of public schools, in Australia, Sri Lanka and other lands; in Sri Lanka it is perceived they still continue to impact on national affairs. These schools have enabled the nations concerned to make their way in the world.

In recent times however since these countries and their public schools are exposed to the competition of a global economy and the need to restructure the world of work to keep pace, change and more particularly cultural change has become inevitable. I therefore invited teachers, students, parents and particularly the alumni to assist me to surmount the tension that existed within these constituencies to 'stay as they are', and to engage in vigorous and robust initiatives to improve HS.

The cultural changes that I pointed HS teachers to in the Teacher Professional Development programme (also elucidated in chapter six) were embodied in selected SESI strategies. A catalogue of such strategies is reproduced in Appendix F, 'HS Teacher CPD Programme Themes'. Themes such as 'Shared Vision and Goals', 'Team Work', 'Emphasis on Teaching and Learning', an 'Attractive Working Environment', and 'Monitoring and Enquiry' provide a cross-section of SESI strategies that interconnect with cultural change that was perceived necessary to remain competitive and address new realities (see earlier in this chapter) in a global economy.

8.3.3 High Quality Student Leadership Impacts on School Culture

Student leadership, the third example of HS cultural change, is another form of distributed leadership which researchers such as Rudduck (1991) particularly has

focused upon. That student leadership can support the work of the school leader and others in positions of responsibility is also acknowledged by Leithwood and Jantzi (1998: Table one). They pin-point seven role-related sources of leadership at school level. They are: principal, vice-principal, departmental heads, individual teachers, teachers' committees, students and parents (chapter two).

Additionally, Ogawa and Bossert (1995) and Pounder, Ogawa and Adams (1995) have enlarged the notions of school leadership labelling them organisational-wide phenomena. The total amount of leadership from all sources in the school, and pertinently in this instance adding student leadership to other sources, may seemingly account for significant variation in school effects, Bryman (1996:284).

It is on the basis of this research evidence that I now analyse the impact of student leadership on HS culture. In chapter two, I have commented that, 'I was seeking to enlist the support of students as leaders at HS. My two concerns were: first, to assist in making the existing prefect system more effective; second, to search for and encourage other forms of student leadership, such as the Leader of the Scout Troop, the elected President of the Debating Society and the Captain of HS First X1 Cricket Team'. It was traditional, of course, at HS that boys who held positions of responsibility (named above), invariably were appointed school prefects later.

I was then, seeking to improve the prefect system, but was gratified to find student leaders, one quoted in empirical evidence, (in 7.1.1), Head Prefect of HS in the 1990s, who was an extraordinary role-model for aspiring student leaders of HS. This student leader, seemingly, offered all in the school community a high quality of service whether it be awareness and knowledge about errant senior students for teachers and strong, reassuring advice for the younger students in the playground, corridor or assembly hall. Juniors relate how this role model functioned so effectively, and also how he presided at prefects' meetings starting each meeting with prayer.

This was demonstration of his spirituality, and thus underpinning the traditions of HS, deeply embedded in its Christian school culture. The principal was confident that student leaders such as this were assisting in the overall organisational tasks of operating a smoothly run school aspiring towards school improvement which to

visitors bore the stamp of efficiency and effectiveness. I suggest the inclusivity that the student leader practised, that is, through the use of Christian prayer helped to demonstrate unity of purpose. This engendered cohesion. Students of other faiths who were keenly aware of the Christian background of the school were tolerant of such practice. It thus seemed transform existing HS culture, leading simultaneously to higher productivity in student leadership.

The improvements in student leadership I encouraged and initiated resembles axiological change I have expounded earlier in chapter two. They took the form firstly, of increased consultation with the head prefect with the view of arriving at consensual decision making. Earlier he remained only a nominal leader with a job description he executed with precision. He did not participate in and contribute to, for example, policy decisions such as the length of periods on the time table; the number of periods in the day and the length of breaks which influenced the students whom he represented. With this change his duties were transformed. He was now an advisor to the principal.

Secondly, also in an advisory capacity the head prefect informed the principal and master in charge of prefects of the background of new recruits to the prefect body. Earlier this function was performed by the staff only and was perceived as unfair.

Thirdly, in keeping with the shared and distributive functions I initiated with staff, I encouraged the head prefect to delegate more duties to his two deputies, one each appointed for the science and commerce faculties.

With his feedback I acknowledge that these and other changes improved the prefect system at HS. It was more democratic now and that engendered efficiency and effectiveness promoting SESI. These initiatives were not, in the strictest sense, innovative and creative, they were axiological (see chapter two), that is, expanding and extending already existing practice.

8.4 HS Student Experiences can promote Values and Good Discipline

In the empirical evidence gathered, students at HS have pointed to several notions such as values, good discipline and leadership which they claim they were fortunate to acquire while at school. I discuss family values and good discipline only now, the theme of student leadership has already received scrutiny above. One senior student evaluated the gains that his education at HS (chapter 7 page 8) had bestowed on him. He particularly emphasised the holistic nature of his education in response to Student Interview Schedule 2, question 5b. He illustrated his views:

Being innovative...unique ...with drama, oratory, prefectship, studies.... not isolated by one aspect...this means the building of the whole person. (DB's responses in chapter six).

In this vein students' subjective sense of belonging to HS which several students pinpoint, promotes high motivational levels for academic work, sport and work associated with societies, which in turn boosts school improvement.

Holistic education, I acknowledge, is well entrenched part of HS culture. The senior student accredits HS as the school that enhances his life chances. In the context of school improvement however HS made significant advances during 1995 and 2000 in the domain of institutional improvement. This assisted total school improvement and the various constituencies, students, parents and governors viewed it as a whole, which I believe is productive. The concept of holistic education was corporately well known among students and teachers at HS.. This is however empirically ungrounded since such evidence was not specifically sought from other students.

8.4.1 Family Values Engender Student Gains in Engagement and Achievement

The notion that the school community is a family is documented on several occasions so far in this thesis (see sections 6.5.1 and 7.1.2). In one instance, the metaphor of nurturing has been utilised to demonstrate the intensity of emotional feeling generated in students' minds for the school.

A senior teacher with twenty years teaching experience at HS, now in his capacity as pastoral head states unequivocally, 'HS is a family'. The attributes he credits this 'family' with are: an understanding of each other, sharing and ownership. He takes special care to add that since HS is a school over one hundred years old, newer concepts have been cleverly grafted into the beliefs, attitudes and behaviours of members of the school community. The emerging issue from this discussion is: can these practices transform the culture of HS, and to what extent? Family values such as understanding each other, sharing and claiming ownership, can they generate deep emotional feeling leading to better and enhanced performance? This is reference to success and the chances are that more and more of such strategies will be activated.

The senior student (in section 7.1.2) similarly identified several values. He suggests that the following family values: respect, care, recognition of each others' achievements, praise, understanding and patience can engender student gains and achievements. Watkins' National School Improvement Network Paper (Autumn 2004) is in accord with the empirical evidence I obtained from students and teachers at HS. Watkins develops his theory on 'Classrooms as Learning Communities' and reiterates that similar findings to mine are applicable in his research to some primary schools in which students agree with statements such as 'My school is like a family', and 'Students really care about each other' and display a host of positive outcomes.

Watkins enumerates positive outcomes stating some of them: higher educational expectations and academic performance, a stronger motivation to learn, greater liking for school, less absenteeism, greater social competence, fewer conduct problems,... and greater commitment to democratic values. Higher motivation to learn, more than any other aspect I suggest, explains why a school with such a positive compendium of other supporting factors can be labelled a successful school.

Similarly, at HS where values such as respect, care, understanding, patience and praise are practised the sense of belonging which is consistently promoted, I believe enables the school to improve and grow further. Engagement with school and the resulting high achievement engendered demonstrates the potency of school culture in such schools.

8.4.2 Good Discipline at School is generated by Supportive Relationships

The senior student responding to the interview question, 'Identify three elements of HS culture' pointed to patterns of behaviour as one of them (see section 7.1.1). In this instance I link good discipline with patterns of behaviour. In analysis, I have synthesised the various aspects of this argument stating that: 'The ideal school therefore, may be the one in which patterns of behaviour are well understood and excessive time is not spent trying to improve them. Good discipline at HS which enables purposeful learning in friction free classrooms with higher rates of effectiveness then can be ascribed the status of a school improvement initiative.

In comparison to the two neighbouring schools the HS community was perceived to have high standards of discipline. This difference in standards, the senior student suggests, extends where HS is concerned beyond its school gates to the streets. How is this received as a gain for HS? Seemingly, better standards of discipline impact on HS students in their places of employment thus promoting efficiency, social cohesion and good citizenship (see section 7.2).

A high standard of discipline and the accompanying more relaxed and calmer patterns of behaviour is, I suggest, due to supportive relationships students experience at HS. This is provided by teachers, the chaplain and also the principal. As principal I sought to propagate a sense of belonging, an inclusivity at school assemblies. I also had several opportunities at corporate acts of worship at different age levels to transmit this concept which I believe promoted values reducing instances of bad behaviour. In this sense students are nurtured as if they were in a family. Where support is concerned, secondly, the impact of peers is crucial. 'As students' sense of family or community increases', Watkins (2004:3) asserts, 'participation increases'.

By encouraging supportive relationships among students through cooperative learning activities, student satisfaction with the group apparently increases, and Watkins quotes Johnson et al. (1995), 'behavioural referrals drop by as much as seventy one per cent'. He further claims, 'As students feel more supported they become more engaged and this in turn reduces risk behaviour and likelihood of dropping out' (p.3).

Turning to the case study of HS, it may be illuminating to research the hypothesis 'If the two neighbouring schools to HS had built more supportive relationships, they would offer a better quality education'. The corollary that HS is a more successful school can be underscored by the following five factors. First, its supportive relationships, those conceptualised by students and teachers as comparable to being part of a family, are of a higher order. The evidence for this scenario being, second, its behaviour referrals and third, exclusion rates, fourth, its rates of risk behaviour and fifth, drop out rates, are all equally low.

8.5 Stakeholder perspectives and School Improvement Strategies envisioned for HS by the Chair of Governors

Of the full spectrum of stakeholders at HS, unified stakeholder inputs, a new concept in the school of students, parents, alumni and governors, I have selected governor perspectives for the purposes of this discussion. Empirical evidence from the other constituencies has been analysed in chapter seven and therefore no further reference to them is made at this point.

8.5.1 A Utopia for the HS Community

The Chair of Governors (CoG) articulates his concept, the creation of a utopia within the larger national framework as an outcome of education. He claims that students as educated people can contribute to the improvement of the country in several arenas. I note here his efforts to draw out the notion that improvement in education is not confined and within the boundaries of the school concerned but of necessity extends beyond, breaking those boundaries, to the community and the whole nation.

This he suggests is the utopia defined as 'an imaginary place or state of things where everything is perfect', (Oxford Dictionary, 1995:p.885). The argument from some researchers and practitioners then may follow that education which engenders confrontation, conflict and anti-social behaviour in later years, that is, in the employment domain, seemingly has failed. The CoG is apparently envisioning a (near) perfect state, a utopia, in education at school level. He suggests that this acts as the lever enabling smooth, conflict free activity which manifests itself for example, in

classrooms filled with meaningful, exhilarating and rewarding learning experiences and these extending to communities outside school boundaries.

From a discussion of stakeholder perspectives I now turn to an assessment of methodology of the thesis.

8.6 Methodology

In chapter four (section 4.8) I have identified case-study with qualitative research methods as the selected methodology for this thesis. Case studies are inherently multi-method typically involving observation, interviewing and analysis of documents. My work for this thesis has included multi methods, particularly interviews, focus group interviews, observations and documentary evidence which contribute as the bedrock to explorations. This case study has sought to examine with contextual conditions as well as the phenomena change processes which are the main focus.

This thesis is 'A study of one organisation' at a particular point in time, 1995 to 2000 (see Table 4.2 in chapter four). Another aspect that needs clarification is that of the three types of case study Stake (1994) distinguishes between intrinsic, instrumental and collective, that which fits my thesis is the second type, instrumental. This is used to provide insight into particular issues in this thesis, those encapsulated in the research hypothesis: CPD of teachers (chapter three) and role of leadership (chapter two); and in the three research questions: school culture (chapters six and seven), stakeholders (chapter seven) and middle managers (chapter six) roles and influences. In the selection process for a research methodology for this thesis therefore, the choice of case is made, of HS in this research study, because it is expected to 'advance our understanding of that other interest, SESI'.

As part of the methodology I include in chapter four, section 4.3 'The professional experience of the principal' and my background which enable the readers of this thesis to comprehend how they shape the evidence and has also assisted me in its

interpretation. The thesis title and research hypothesis and questions employed are outlined in chapter four sections 4 and 4.1 have helped in the formulation of the thesis boundary which then clarifies the scope of this study. In evaluation the traditional shortcomings of the qualitative method can be used in this instance too. The collection of qualitative data for this thesis also was time consuming; and interview transcriptions were laborious. Additionally the strengths and limitations of focus of my role as a new principal and reflective practice in this context need to be noted.

8.7 Main Aims and Contributions to Knowledge

8.7.1 Main Aims of the Thesis

The main aims of this thesis are contained in the research hypothesis and questions (see chapter four). First however I need to examine the thesis title to establish and account for the function of each of its constituent parts; SESI, the role of School Leadership and the CPD of teachers at HS as found in the research hypothesis and questions.

**Ways Forward to Achieve School Effectiveness and School Improvement:
A Case-Study of School Leadership and Continuing Professional Development
of Teachers in Sri Lanka.**

8.7.1.1 A Review of the Main Aims: Can SESI strategies work at HS?

In this research study I identify in the thesis title the rationale of the whole research enterprise, 'Ways forward to achieve school effectiveness and school improvement'. 'Ways forward to achieve' is a dynamic concept. My interpretation of it is that it is not inhibiting, it is not confined and restrictive. Ways forward therefore are now translated into strategies and the following reasons elucidate that it was possible to develop it.

First, I had a mandate from all the HS stakeholders that it should be developed. This scenario may not be well known in all countries in which SESI work is currently practised. I was appointed to the post of principal of HS in 1995 to engage in this specific task and at the time I was not a researcher, I was a practising school leader. I

did not hesitate, I was confident therefore that my attempts at school development will be appreciated and accredited.

Second, I was aware of the Stoll and Fink (1996:94) perspective: 'No matter how effective the school is deemed to be there is an assumption that more can always be achieved'. Third, I was again aware of the metaphor of the 'plateau' which describes a symbolic flat area at high level. In the arduous task of climbing to the peaks of improvement it is known that communities such as schools seek places of rest which can be times for consolidation and reflection between periods of growth.

This of course is the positive aspect of rest at plateaux. Having discussed school development with staff at HS informally however I was convinced that some of them were misled. Some of them believed HS was performing very well. This perspective also assisted me to embark upon SESI at HS in 1995. Here was a school which displayed several indicators of school development but there was evidence to suggest it needed new vision, renewed energy and motivation to adapt to new challenges and move forward. This line of action underpins my first aim that SESI can be practised at HS. I perceived this as my first task at HS; to create new vision, renewed energy and motivation in the whole school community.

8.7.1.2 The Second Aim: Is Continuing Professional Development of Teachers possible at HS?

The second aim concerns teacher development and is embedded in the first segment of the research hypothesis- 'Continuing Professional Development (CPD) of teachers'. With Hopkins et al. (1994) there are several SESI researchers who have claimed that teacher development is inextricably linked to school development. Harris (2002) likewise claims that teacher development is crucial, 'teacher development is a major component of all successful school improvement programmes'. Teachers at HS in 1995 however and later in 1997 some governors declared: 'we already have a teaching qualification, why do we need to be trained further? (see chapters two, four and six). I argued then that some teachers and governors at HS were not familiar with the concept of CPD.

I acknowledged simultaneously that internationally this concept was interpreted differently and the greater the availability of successful practices support for it was known to be higher. The argument nonetheless continued and in 1996 I initiated a programme of CPD of teachers after consultation which extended up to June 2000. There is empirical evidence (see chapters six and seven) that this was a successful enterprise and I have stated elsewhere that it was linked to enhanced student outcomes in the form of improved examination results (see chapters four and six).

This then is the second aim. Although there was disagreement and resistance at first when gains were disseminated staff support increased appreciably. In retrospect it is an instance of early rejection because it was a new venture which was perceived as involving additional time spent at training sessions and its gains were unknown. That it involved one Saturday morning each term was seen as a disadvantage but when teachers found that it helped improve their practice, it was suggested by them that the benefits outweighed the disadvantages of extra work load and time.

8.7.1.3 The Third Aim: Visibly Strong, Collegial and Shared or Conjoint Leadership for HS?

This is linked to the second segment of the research hypothesis: CPD of teachers has more impact if led by the principal. School leader perspectives are discussed in chapters two and five, also earlier in this chapter. My experience as a teacher in London, in the U.K. had exposed me to perspectives of Local Management of Schools and the efforts of school leaders to engage in some forms of distributed and shared leadership practices. I was also familiar with literature on school leadership with the research of authors such as Leithwood (1990 and 1992a) and I had earmarked the 'Transformational model' (Leithwood, 1992a; 9) to activate it at HS. I was eager therefore to initiate changes at HS in this domain.

A difficulty emerged however because the principal was seen as the sole leader, sole decision maker, administrator and manager and this was the model of leadership that was practised at HS before 1995 when I assumed duties as principal. The mind-set and attitude towards the principal was encapsulated in the response of a senior member of staff. He said, 'In here we do as we are told. We do not make decisions'.

As much as the CPD of teachers programme was resisted because it was new, systems that were strange and unknown to teachers they were reluctant to experiment with mainly because, some of them considered this as taking a risk. In Britain and some other countries there is greater acceptance of the view that staff should be consulted and participate in at least some aspects of decision making. I was however confronted with this competing tension at the outset; change to new forms such as the transformational model of school leadership or as demonstrated by the HS community to continue with the hierarchical, top down, sole decision maker form of leadership; which model would I prefer?

This third aim then, I have articulated in the title of chapter five of this thesis: 'Principal, the sole change agent or is shared leadership preferred? I have stated elsewhere that SESI and other strategies were not successful in developing countries underpinning my argument with Bacchus (1988) and Gundara (2000) perspectives. With them I have pointed to the practices of culture awareness and culture sensitivity if strategies from 'western settings' (Dimmock, 2000) were first to be validated and then successfully operate and be sustained in developing countries.

To address the third aim then I suggest in section 8.2.1, earlier in this chapter, 'Visibly strong leadership, Collegial and shared leadership', leadership forms on the two opposing poles or a 'Conjoint School Leadership'. I opt for a sustained resolution to this dilemma in conjoint leadership and not a 'quick fix', on the lines I proposed for HS between 1995 and 2000. I found validation a few years later for this decision during my PhD course in the research of Harris and Chapman (2002:3) and Harris and Day (2003:93), which resonates with my practice: '...this leadership approach (that is the autocratic approach) was least likely to lead to sustained school improvement'. I had envisioned for HS a conjoint leadership in seeking to promote changes in teachers' roles and practices through CPD.

8.7.1.4 The Fourth Aim: What is the Role of Different Stakeholders in Supporting SESI at HS?

The Fourth Aim, 'What is the Role of Different Stakeholders in Supporting SESI at HS' is directly linked to the second research question, 'Is the principal able to harness

enthusiastic support of all stakeholders of HS for SESI?’ I constructed this question when I first assumed duties as the principal at HS in 1995. The three constituencies identified as stakeholders of HS for the purposes of this thesis are: parents, governors and alumni. These constituencies had been inaugurated by the school over sixty years ago, there are brief written accounts of them in school magazines, that each of them supported the school on important occasions in its history.

I perceived stakeholders first as a valuable resource for the school, second that several of them, particularly were available to the school on a daily basis and third their unified energies would serve the school well. Relationships between them however appeared formal. Each group had their meetings regularly with separate office bearers and agendas. Each group also believed that they made a worthwhile contribution to the school but there was no evidence to suggest that they endeavoured to combine their efforts.

This is the background of these three constituencies that I decided to change at HS. Hence the question, ‘Is the principal able to harness the enthusiastic support of all the stakeholders?’ The fourth argument therefore emanates from the research question and my response to it is in the affirmative. Unified stakeholder support was activated at HS and it was effective and productive. The best example of such support from all stakeholders is that which occurred during the HS one hundred and twenty fifth anniversary in 1999 (see Appendix 2 D for parent and alumni letters of tribute).

The unified energies factor is available to schools and other communities but the catalyst in the form of a person who encourages unified action, in this case it was the principal of the school, is not always available. In this context comments by several school leadership and school improvement researchers quoted by Hadfield (2003: 116) in *Effective Leadership for School Improvement*-Harris et al. (2003) support the view that the principal needs to promote unified support from different stakeholders.

Their recognition of the risk and uncertainty involved in a growing school emphasised key aspects of their leadership (Leithwood et al., 1999; Day et al., 2000; Hopkins and Reynolds, 2001). They stressed the importance of drawing together the different elements of the school, to help feed its

development, issues of connectivity, participation, shifts in relationships and therefore ultimately the culture of the school.

I believe my practice at HS between 1995 and 2000, of drawing together the different elements of the school, the stakeholders named above including also staff and students did create the appropriate conditions for SESI. In times when more shared forms of school leadership are being championed a secondary head (in Hadfield *ibid*) asserts: 'We are the only people as heads who have this overview; its quite unique. You need that kind of overview to make those connections' (p.117). In a school community if the head is unique I argue how can s/he share these perspectives of overview? Will sharing entail dilution of energies leading to lower effectiveness and productivity? In the case of HS I was attempting to delegate leadership tasks, but in this instance I operated it myself and the desired collaboration between stakeholder constituencies did occur. From this discussion I now turn to the contributions of this study.

8.7.2 The Contributions of this Research

This research has investigated a range of my Educational Practices at Highdalcarr School in Sri Lanka between 1995 and 2000 and their impacts. The results can be added to the existing body of knowledge. At the outset I believe I need to clarify that most practices I describe below are widely known in developed countries such as Britain, for example, findings from the SESI and CPD of teachers' research fields where I was originally exposed to them. In developing countries such as Sri Lanka however they are seen to be innovative and creative practices which can promote school development, provided they are adapted to reflect the context and culture of the society.

8.7.2.1 Educational Practices at HS: Contributions of this Research

The evidence of School Effectiveness and School Improvement literature in Sri Lanka is scarce (see chapter one) and in my search I did not uncover previous research which addressed the focus of this study. This research therefore can be seen as a pioneer study in its context. It also can be considered in this context a pace setter for it

is the first micro-study that is, of one school in Sri Lanka, a south Asian developing country.

In the available literature on SESI internationally I note a passion expressed to encourage the development of a world wide research base. Attempts have been made in comparative studies such as 'World Class Schools: International Perspectives on School Effectiveness', Reynolds, et al. (2002) to explore variations in practice in different contexts but studies are confined mainly to countries such as Australia, Western Europe, North America and the Far East. Developing countries are unrepresented. In this sense again the my research makes a contribution to the further development of the field and belongs to this 'pioneer' category.

Secondly, this is the first study conducted on the themes of School Leadership and Continuing Professional Development (CPD) of teachers within the wider framework of SESI in Sri Lanka. There is one study 'Implementation of Management Reforms: Sri Lanka' conducted by Cummings et al. (1992) which sheds some light on school leadership in Sri Lanka but it is not a detailed case-study and does not explore this theme in relation to SESI. Khamis (2000) similarly refers to a SESI study in Pakistan (see 1.9) which I have noted that its contextual factors hardly relate to my study in Sri Lanka. Also a recent text, *The International Handbook on the CPD of Teachers*, Day and Sachs (2004) contains studies of developing countries such as Latin America, sub-Saharan Africa and Singapore but none of the countries in south Asia. This therefore is another indicator that research enterprises such as mine are currently lacking and therefore there are gaps in this body of knowledge.

Third, my study has a particular focus on the role of different stakeholders of a school in its pursuit of SESI at HS in Sri Lanka and I realised that there are gaps in this arena that is stakeholder participation in schools' educational tasks. My approach to stakeholder participation in the task of improving the school is based on several perspectives as expounded by researchers in SESI literature.

For example, Harris et al. (1996: 40,41) assert:

By and large effective schools are those which involve themselves closely with the local community, particularly with parents. The general reasons for this are clear enough; although children spend some 15,000 hours in schooling as pupils this time is dwarfed by the amount of time they spend at home and in their community. It is clear that if the school and community can combine to support productive learning on the part of the pupils, then this combination has the potential to be much more powerful than the school acting alone.

I must clarify my own perceptions on the closer involvement of stakeholders. I was seeking new strategies to improve the school and one of them was to employ distributed and shared forms of leadership working with teaching staff. The stakeholder initiative for me was an extension of distributive and shared leadership.

My second perspective from SESI literature which similarly resonates with my practice is found in Hadfield (2003:117)) who utilises the empirical evidence from a secondary head :

...as you get further into headship, where you are making connections is very important. It's like an old fashioned telephone operator: you are making all these links which take people out of their normal context, which frees them up psychologically to be open to what other people are doing in different areas.

My experience was very similar to this head-teacher's actions which s/he describes vividly. The parents, alumni and governors I claim were psychologically freed and their minds were open to the valuable work other people in the school community were doing. This generates energies that were not experienced before in the HS community.

Fourth, it is the first study conducted by a researcher who has a tripartite experience-originating in a developing country, with a long teaching career in Britain and returning to the original country Sri Lanka as principal. This perspective has been noted by Bacchus (1988) who claimed, 'individuals like myself who were originally from the Third World who now work for institutions in the More Developed Countries'. I have counter claimed in this context that, 'My experiences as an

educator transcends Bacchus model. While he refers to a dual movement of educators, from a Less Developed to a More Developed Country, mine extends to a tripartite movement. I then raise the issue 'Are people who possess similar experiences to mine better equipped to serve in Less Developed Countries with the intention of improving schools such as HS in Sri Lanka and indeed schools in other developing lands?'

Fifth, HS was able to pursue a vigorous path towards SESI working proactively to achieve targets such as raising academic levels; through improved teacher performance; changing school culture and supported in a weighty and valuable manner by the senior management team and stakeholders of HS. This is because perspectives similar to those of Senge (1992) were activated by me when I functioned as principal of HS. They are as follows: Schools that improve and continue to improve invest in the life of the school as a 'learning organisation' where members are constantly striving to seek new ways of improving their practice'.

From the contributions of this study I now turn to Future Directions for Research.

8.8 Future Directions for Research

There are five themes for future research that I would like to propose:

1. To build a SESI research base in Sri Lanka in order that the processes and good practice of this discipline can be disseminated. This needs to be operationalised at national level both by the Ministry of Education and the Academic Community, that is the Education Faculties in the Universities and the Teacher Training Colleges in Sri Lanka. At school level there is no tradition of teachers and principals in post engaging in research except the practice of a few teachers to do this if they engage in external post graduate training. At HS with the initiation of school based CPD there is an ideal opportunity for teachers to pursue research interests.

A point of clarification is required at this point. HS teachers released from teaching duties to attend courses organised by the Ministry of Education have commented on their return that aspects run at HS on themes such as school based management and high expectations were also covered in some Ministry

of Education courses (see chapter three). This implied that SESI features were becoming known at Ministry level but the term SESI has not been used to address them. Familiarity with SESI research therefore is an advantage. This needs then to be extended and enhanced.

2. At an international level more SESI research needs to be embarked upon. I have noted elsewhere that as a research community we need to engage more in a conjoint epistemology in which we no longer label SESI strategies as of a northern/western variety. Dimmock (2000:264) similarly contributes to this thinking when he comments that studies of educational leadership have proliferated over the last decade but they have focused on western settings. SESI studies similarly need to pinpoint cross cultural perspectives to make progress.
3. A recent text on CPD of teachers by Day and Sachs (2004) although bearing the title 'International Handbook of CPD of teachers' has research studies from many parts of the world. Examples are: Northern Ireland, Latin America, Sub Saharan Africa, Singapore, Belgium, Britain and the USA. There is however still a gap in SESI research studies from south Asia which this Sri Lanka case-study fulfils. Research studies of this nature which are currently lacking therefore can enhance the evidence available to SESI researchers and others.
4. I would promote more in depth research studies on the theme: 'School Leader, a role model?' to encourage teacher colleagues to invest (Day, 2003:42) in their professional development. This aspect I introduced at HS was effective and during teacher interviews for this thesis one section (pastoral) head indicated how she had obtained a further qualification, and was able to inspire some of her colleagues to emulate her. This is good practice I believe and can encourage further improvement in a school setting.
5. Finally, another area in which there are gaps in the research base: School Leaders who have experience of tripartite movement; from their

original homeland in a less developed country moving to more developed lands and then return to the homeland as School Leader or Educational Advisor(or similar posts)- whether they are better equipped to serve in these posts than others who have less experience in the field. This proposal is based on Bacchus (1988) and my background and experience where evidence suggests that there are effective educational practices which can be replicated and sustained. There are however several other examples of educationists whose endeavours have not been so effective because of culture clash, (Dimmock, 2000), culture awareness and culture sensitivity. Hence this proposal for future research.

8.8 Conclusion

This thesis is a micro study of one school in a developing country in south Asia. In sections 8.7.1 Main Aims, 8.7.2 Contributions to Knowledge and 8.8 Future Directions for Research I have traced the quintessence of this research endeavour. In them lie the future outcomes of my findings. During my practice as principal at HS, 1995 to 2000 and later as researcher, 2001 to 2005, I acknowledge the impact of SESI strategies. Critical to investigations were the segments of the research encapsulated in the hypothesis and questions: the role of school leadership, CPD of teachers; school culture, stakeholders and middle managers.

The methodology I employed, case study with qualitative methods I believe enabled in depth exploration of several themes. The practice of resolute hope in school improvement through systemic, replicable and sustainable approaches I know may be possible to implement. Encouraging and activating them in the arena of education experiencing currently a plethora of challenges is the end note I would propagate through this study.

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APPENDICES: Appendix 1
(This is the detailed second part of chart:
‘Stratification and Development of Sri Lankan Schools’
which appears in chapter 1 of Thesis).

Pre-Colonial Period
Local Religious Schools

No central coordination.
 Established and run by local religious leaders in most villages and towns. Supported by local communities. Taught in vernacular. Strong community support.

British Colonial Period
 Little central coordination

Superior Schools
 Established by foreign religious and colonial leaders in major urban areas to train Sri Lankan elite for roles in colonial administration. Modelled on British ‘public schools.’ Few in number (35 in 1939). Supported by fees, central colonial government, overseas religious bodies, alumni contributions. Excellent facilities, teaching staff. Administered by boards of Directors. Loosely supervised by central colonial government. Offered full curriculum from kindergarten through A/L instruction. Instruction in English. Drew students from From entire nation, biased toward urban-dwellers because of expense, language, admissions.

Indigenous Schools
 Established and administered by local governments in large towns and regional centres. Many in number (3600 in 1939). Supported by local governments and fees Variable teaching staff and facilities. Generally lower in quality than Superior Schools. Curriculum copied from Superior Schools, often incomplete. Instruction in vernacular. Recruited local students.

Post Independence
Unitary System

Type I-AB Schools
 Centrally coordinated. Often former Superior Schools. Administered and funded by central govt. Permitted to offer full curriculum; kindergarten through A/L and science. Maintained high quality facilities, teaching staff. Language of instruction decided by school, generally English. No fees. Until reforms of the early ‘80s, contributions not permitted officially. National recruitment; some places had to be reserved for ‘scholarship students’. Highest prestige.

Type I-C Schools
 Centrally coordinated. Similar to Type I-AB Schools, kindergarten through A/L. Slightly less well-endowed and prestigious than Type I-AB Schools. No fees.

Type II Schools
 Centrally coordinated. Direct administration by regional governments. Permitted to offer Kindergarten through O/L. Students recruited from local areas. Less well-endowed and prestigious than Type I AB and Type I-C Schools. No fees. Usually taught in vernacular.

Type III Schools
 Centrally coordinated. Supervised weakly by local governments. Located in small towns and villages. Permitted only primary curriculum. Poor in resources, low in prestige.

APPENDIX 2 A

INTERVIEW SCHEDULE FOR TEACHERS (1), On learning and teaching strategies.

1. How would you as a teacher develop 'high expectations' of your pupils?
prompt: by constructing a set of expectations through for eg lesson plans.
2. What are the best methods to use and build on pupils' ideas?
prompt: try to regularly seek for original ideas from pupils and equally recall them and refer to them in teaching.
3. Do you think that encouraging pupils to predict outcomes of their actions will help them to learn better and faster?
prompt: this technique involves decision making, ie to respond to a question and almost immediately predict its outcome. It therefore involves learning and reinforcing what has been learnt.
4. How can you ensure active pupil involvement in your lesson?
prompt: by encouraging through your own body language that pupil eagerness and enthusiasm are practices that you value. By also stating that oral contributions are more welcome than just handing in work for marking.
5. What best methods would you use to engage pupil attention in class?
prompt: by varying the teaching styles and the use of resources.
6. What strategies are available to you as a teacher to sustain pupil involvement in class?
prompt: by varying the pace of the lesson with some short and longer tasks.
7. In what ways can you use pupil ideas in your teaching?
prompt: whatever appropriate ideas the pupils will offer can be used so that pupils feel valued and it also links the new knowledge to their experience.
8. How can you ensure that each lesson is taught as part of a structured course?
prompt: in planning and preparation by including clearly defined structures that fit into a National Curriculum and ensuring that this information is explicitly made known to all pupils.
9. In what ways can investigation activities help pupils to learn?
prompt: these activities are known to help pupils apply their knowledge in unfamiliar and new contexts.
10. Do you think the use of humour can assist in pupil learning?
prompt: most often it does, specially when you share with pupils some amusing situation in the lesson.

Teacher interview schedule: 2 effective/ineffective teacher

1. What attributes would you use to describe a good teacher?
2. What in your opinion are the attributes of an ineffective teacher?
3. In your own practice what attributes do you feel are lacking?
Give reasons why you did not incorporate them into your practice or were there insurmountable obstacles that you faced?
4. What are the ways in which you feel you can improve your present practice?
5. In your lesson preparation how often have you used (once a week/month/term) resources, for example, texts, books, journals, magazines, newspaper articles) other than the prescribed text? If not why not?
6. Do you consider a knowledge base alone is sufficient to assist you to perform as an effective teacher? If not what other attributes are necessary?
7. If you were concerned that as a teacher you needed to improve your practice and simultaneously you were informed by your head of faculty (or head/deputy head) to do so, from which source/s would you seek assistance?

Teacher interview schedule 3: Continuing Professional Development of Teachers

1. What is your understanding of continuing teacher professional development (CTPD)?

expected response/s (er): emphasis on continuing and professional.

2. From the CTPD programme conducted between 1996 and 2000 which particular themes/topics can you recall?

er: no.2= emphasis on learning and teaching; no.3= high expectations & positive reinforcement; no. 6= assessment, recording and reporting; no.7= criteria based assessment; no.9= classroom methodologies & student productivity.

3. Is it possible to say that some themes were more helpful than others? Name three and comment on how they were helpful.
4. Have you come across these themes before? Did you do so in your initial teacher training course, at an in- service course or any other course?
5. Prior to 1996 were teacher in-service courses conducted in-house? When, by who and can you recall some of those themes?
6. In what ways are whole teaching staff, in-service, in-house training courses useful to teachers?
7. Enumerate and comment on the strategies that were recommended (at the 12 th CTPD day) that teachers can employ for school improvement through a strong school culture.
8. How will you explain the gains of CTPD to a lay person for individual teachers and the accompanying institutional gains?
9. Do you believe CTPD maximised the productivity of departments/faculties? In which ways did this happen and what were the outcomes of this enterprise?
10. Collaboration and cohesion among staff, are the often missing components that stand as obstacles to school effectiveness and school improvement. In your estimation did CTPD enable an integrated approach to school development?

Heads interview schedule 1:Aims and pillars of education

1. What would you identify as the key educational goals that this school tries to achieve for its students at the present time?

Please rank them in order of importance.(Interviewer to add ranks).

2. How differently would this list have looked five to seven years ago?
New goals? Discarded goals? Changes in importance? Did they play a part?
3. Presently what ideas (philosophy) in education do you consider important?
4. How much have your ideas about education changed during the last five years?

In what ways, and why have they changed?

5. Please describe any major successes/achievements of the school prior to 1995?
6. Please describe any major problems and major challenges which the school faced prior to 1995?
7. In this project we define “effective” school broadly as one in which students progress further than might be expected from consideration of its intake. Are there any other factors which you think ought to be taken into account in judging the effectiveness of the school?

8. What factors contribute to the effectiveness of your school?

9. Are there any factors which hold your school back from being more effective?

10. Please rate your level of satisfaction with the school in terms of the following aspects:

(rating scale: 1= Very satisfied; 2=Quite satisfied; 3= satisfied in part but dissatisfied in part; 4= Not very satisfied; 5= Very dissatisfied).

	Now	Five to Seven years ago
a. Organisation		
b. Management		
c. Teaching staff		
d. Support staff		
e. Pastoral staff		
f. Curriculum		
g. Staff morale		
h. Student academic achievement		
i. Student attendance		
j. Student behaviour		
k. Student motivation		

(NB Discuss ratings)

11. What are the most important features of your role as head of your school?

Has this changed over the last five years?
If YES, how?

YES/NO/NA.

12. Over the year, what are the main activities that take up your time? State rough percentages.

	% currently	% five to seven years ago

13. How would you describe your leadership approach/style?

Senior Management Team

14. Please describe the roles of members of the school's Senior Management Team.

Currently	Five to Seven years ago

15. What previous posts have they held in the school, if any?

16. How would you describe the effectiveness of members of the SMT?
(rating scale: 1= Very effective; 2=Quite effective; 3= Varies/Average;
4= Fairly ineffective; 5= Very ineffective).

Now	five to seven years ago

17. In what ways, if any, do you think that the performance of the SMT could be improved?

18. How do you think that change could be achieved (if seen as necessary) in the functioning of the SMT?

19. Can you estimate the number of hours per week outside normal school time that is spent on matters related to the school?

a. Headteacher = hrs.; b. Deputy Headteacher/s = ; c. Senior teachers = ;
d. Heads of Departments = ; e. A typical teacher = .

20. What is the average level of teacher absence (not counting leave for courses) last year?

21. How does this compare with the situation five to seven years ago?

Heads' interview schedule 2: Student Involvement & Outcomes

1. How was the school's code of conduct (rules) developed?
Who was involved in its construction: students, staff, parents?
2. Has the code of conduct led to improvements in student behaviour?
3. What "rewards" exist within the school?
4. How would you rate the frequency of use of each of these?
5. How does this compare with the situation pre 1995?
6. What "punishments" or "sanctions" exist within the school?
7. How would you rate the frequency of use of each of these now (2000+) and pre 1995?
8. Roughly, what percentage of students have exhibited unacceptable behaviour at school now and pre 1995?
9. Roughly what percentage of students have been suspended/ excluded from school now and pre 1995?
10. List all the ways in which a student may have responsibility for others in and around the school (eg. as an office bearer of a student society, as a prefect)? How does this compare with the situation pre 1995?

APPENDIX 2 B

SCHOOL CULTURE: Student interview schedule 1: D B's responses

R= response

1. School culture is defined as 'the way we do things around here' Deal and Kennedy, 1983. Identify three elements of Highdalcar School (HS) culture.

R. * Pattern of behaviour
 * Understanding of school and what it is about
 * Expectations: e.g.'s politeness, respect and care for each other & hard work.

2. Are there similarities of Highdalcar School (HS) culture when you compare it with school A and school B?

R. To a great extent, no, as schools in our immediate vicinity they are not in the same category. As far as school goes there are similarities but where school culture is concerned ...no.

3. What two differences can you identify between the culture of your school when compared with the culture of schools A & B?

R. * Pattern of behaviour, which has a firm ground of discipline, the question of discipline comes in very firmly.
 * How we conduct ourselves after school hours and even after we finish our college lives.
 * What they feel towards their college is very important as far as students go and their attitude towards their college and their emotional feelings towards their school goes a long way as well. They are key points to this question.

4. School cultures are shaped by their history, context and people within them. Stoll & Fink, 1996: 83. Which two factors in the history of Highdalcar School influenced its culture?

R. The founding principles of this college, it has to be of foremost importance.

I. Can you elaborate on that a bit?

R. Founding principles...a Methodist college, upon that was based the notion that at HS we produce men who could go into society and conform with those foundational principles.

I What is the second factor?

R. The way they are expected to behave as the missionaries and their followers expected of them even 128 years after HS was founded. We still insist on this, and this is beneficial. Some examples of these expectations are: understanding each other better, patience, perseverance, high standards of

work and play(sports).

- I. What else in the school is tied to its culture? Something that is linked to its history? What kind of school is it?
- R. It started as an English missionary school. Could it be the English background?
- I. That comes a bit later, today our school is
What is this factor?
The one I expected as a response is that it's a boys' school. That has shaped our behaviour and values.

5. What are the contextual elements of HS which affect its culture?

- R. Founded as an English school .
- I. Can this count as a bit of HS history?
- R. Missionaries from Britain started HS in 1874 and so it is linked to HS' history.
- I. It is recorded that the original thought to start the school came from Britain....
That they were going to start an English school, a school to teach English to the resident population. Can you remind us where HS started?
- R. It was in Dam Street in Pettah, in the heart of the commercial sector of Colombo.
- I. What is the second contextual factor which has been given importance in HS culture, of which you are a part?
- R. Of producing gentlemen?
- I.going back to the expected standards of behaviour in a corporate way in totality, contributing to the culture of the school. Englishness is one of our origins. Where do our expectations lie, of our young people who pass through HS?
- R. To be people who serve the nation or rather people who make independent decisions.
- I.to give you a clue, if you have listened to Prize Day Principal's reports between 1995 and 2000, I have written 6, in every report I have included this word, which emphasises this concept.
- R. Is it the Japanese word shinkhansen?
- I. No, there is another.....
- I. Who was the first principal?

R. Waterhouse.

I Then we pass on to Highstone, Darrent & Carr....we had people like that who gave this element of our culture great importance.

R. traditional.....?

I. traditional is not your style? Ha, ha.....

R. being innovative.....?

I. Yes, It is more basic. but this thing is like the icing on the cake. Describe yourself... what are you?

R.unique...?

I. That is an ambiguous term; define it. What have you achieved at HS?

R. In what respect...?

I. Describe your achievements.

R. Drama, oratory, prefectship, studies.

I. So you have an array of shiny facets....that have combined strength in you....a combination of that.

R. What is this word, I haven't responded to correctly yet?

I. This is what I want you to tell me about.... and in interviews it is difficult, we sometimes don't get these words, so I need to tell you; it is holistic.....an all roundedness.

R. Not isolated by one aspect?

I. Yes, I think that was the beginning of our conversation. We do not only encourage studies, or only sports... we still do encourage ALL activities.

R. This means the building of a person?

I. The foundation of this is found in the concept, that a human being is made up of so many parts, components and every individual student, I believe, is put through this process. We can also use the word all rounder ...more in a context of sport.

6. Which two people in the life of the school, affect its culture?

R. 1st the principal
2nd the vice – principal or chaplain.

7. What do you particularly like about your school?

R. Since I was 6 years old when I joined HS I've had a personal bond with HS, at every nook and corner, near every stone, near every tree there has been an attachment lurking and now I am 18 years old, going on to 19... this is the place I grew up in and after my home this is where I spent most time, this is where I learnt, where I learnt to face life.

I. Yes,...the question is what do you particularly like about HS?

R. I could be blinded by my personal bond and not see the effects of my training here.

Firstly, as a person who knows about other schools and other school cultures and other students as well, when it comes to HS we are a closely knit family, I love to feel secure, mainly because may be our total student body is only 2,000, 2,200 whilst some other schools have nearly 7,000 or even more. Almost every student therefore has a personal bond with the school surroundings and its human elements.

Secondly, we have maintained discipline throughout the years and we at HS have outshone other schools easily in this arena.

The founding principles and those that followed them to this day have been maintained and have contributed to the high standards of discipline at HS.

Thirdly, we are not only well known for our studies but we are known for something much more important than studies.

I. I would like you to elaborate on this aspect ... what is it that is more important than studies?

R. The building up of individualisation, making each student realise his own potential, his own talent, and be able to contribute through them, for e.g we have produced actors, of high calibre such as K.A. and so on ...produced others, leaders in various fields and that shows we have diversity in this college, diversity is something we can clearly see at HS and we still do maintain our founding principles and still have room for innovation and improvement.

I. this diversity.....earlier we were talking informally about the College song and so on – now the diversity, is there within you a deep feeling of belonging, you have used the word family earlier, a clear notion sometimes that you belong but there may be times when some members learn to grab and grab and grab, but in a family it is not like that. So I ask, what did HS do for you and what do you do in return for HS?

R. We must adopt a give and take relationship so when it comes to what I've got, Sir, you personally helped me with my drama and acting then you are the

person who inculcated this in us, you helped us, you gave us some valuable guidance and in this sense 'we take' and similarly most students of HS give something back.

- I. Often in education, a shortcoming on the part of teachers, for example a Senior Prefect is treated on equal terms in a class, students are individuals and yet you are so different. In a school like HS we work on this basis and the success story which is told later is how each individual, whether it is in a batch of an A/L class of 50 or 200 whatever has been achieved at HS, sending them out to this big, wide, bad world, these excellent products who have been trained, I think 'inculcated' is a bit of a strong word, where it is a kind of light that teachers show you, but in the end you decide what you are going to do, not be totally bound by teacher direction. Can you comment on this.....the selfishness of some students at HS?
- R. We are all human and we may be selfish.
- I. Is there a quality that supersedes the humanity, the selfishness and the desire to behave in this manner?
Are there students you know as seniors, even before your time who were outstanding students?
- R. V.V, was Senior Prefect. I was 15 in Grade 10 when he was Senior Prefect. He was a role model and they have always inspired us; we try to imitate them. When teachers try to embed certain qualities in us they must only try to show us the difference between right and wrong. I am a firm believer that each student is unique and it should be the teachers' responsibility to make sure that although every student has his own identity as an individual that they must also learn to fall in line with the gentlemanly traits as a product that is worthwhile in this world. And so while going along the path to being recognised as a person, qualities embedded in each person, that person must always maintain his individuality and develop these qualities and also learn to be a member of the family respecting each other.
- I. You identified an excellent role model in V., is there somebody who was similarly a poor example, somebody who was selfish or self-minded....can you think of somebody?
- R. Yes, I can think of such people, those I can speak of in an adverse manner.
- I. Can you describe such a person without giving him a name and explain the reasons why he was like that?
- R. Yes, that person wanted to utilize what he obtained, in a certain selfish way, in a position where he would get those below him (in a Prefect system) to fear him. I would instead like them to love me though duty bound, not fear me, it should be respect out of love, not through fear.
- I. I told you my work is on school improvement; if you had a chance what would you like to change, as Senior Prefect, what would you improve?

R. Firstly, it should be the way the young HS students are trained (in the way HS was). From their younger days, they should be taught what the school culture is, what their part in the college is. Just to be present at school at 7.30 a.m., to work well and run away at 1.30 p.m. when school closes, this is not it...it is much more than that.

I. I am now going to put you on the spot....if I asked you one or two ways of doing this, how will you respond?

R. That would be simple.

Firstly, when a boy enters college, he should be made to feel that this is his college.

I. Where would you do this? There are several forums ...in a classroom or ?

R. The first forum should be the classroom, but it should be a process from 7.30a.m. to 1.30 p.m. when he must be made to feel that this is his second home, his college, this is part of him.

Second, at various functions of the school, concerts for e.g. and what we had this morning ...assembly, we must learn to work in a team.

I. What would we change? Are there any other things that you may think of changing? Not just the magnanimity, the courage, the smoothness....we talked of being human... are there weaknesses? What are they and how would you change them?

R. The administration must be more involved with the students...the principal should not be sitting on his chair in the office... he must be the person who should understand his charges, the students, and therefore must go to where the students are.

I. The administration first, any other? How does your team function...the Prefect body?

R. O.K. but Prefects, I feel, should be more close to the students. In my father's old school (Tanners) prefects were told that they must befriend brother students and help them out in their needs.

I feel this bond can be strengthened at HS, even the bond between students and teachers can be further strengthened although both aspects are present here. If these relationships are not close, then there is room for clashes and misunderstanding between students and teachers and between students and students.

I. Is there a practical situation to illustrate this? How long have you been in this post? Is there an example to say 'I did it like this'?

- R. I was appointed in October 2001. On one occasion I got a discussion going where because I felt there was a lack of communication and understanding and a difficult situation was brewing. My action helped I helped people to be flexible in their thinking and to understand each other better.

The rapport should be developed to a level where the students feel that the top man is approachable. If you feel that the man who is supposed to take care of you doesn't give a damn, the relationship falls down immediatelyif you feel you cannot go to your boss, then it is a negative, defeatist feeling.

- I. So it 's relationships, trust and confidence that are involved?.
- R. Yes it's all this, both ways. At HS our students are dedicatede.g. on Commerce Day, innovation is embedded in HS students and they perform at a really high standard when compared with students in other schools.
- I. How do you reconcile studies with other activities? What advice would you give those younger than you?
- R. We must list our priorities and then you feel that you owe a great debt. For example when you organise a good show for the college it brings you a good reputation and you feel you are repaying your debts. This helps, so I will encourage this type of activity although being engaged in **both** your academic and other activities is crucial. This is holistic education.

Student interview schedule 2: attitudes to learning.
adapted from Beresford, J.1998, Collecting information for
school improvement: 7.

1. Do you like school?
Why? Why not?
2. Are there activities in school that you do which are not worthwhile? Give some examples.
3. What do you want to do when you leave school?
4. What do your parents want you to do?
5. How much homework do you do most evenings, on average?
Is that more than/less than/ the same as your friends?
6. Would you say you worked hard at school?
How do you know?
7. Describe a good lesson you've had recently, (date and time).
How did it begin?
What happened during the lesson?
How did it end?
8. Describe a bad lesson .
9. Without naming her/him describe your favourite teacher in the school.
What makes her/him a good teacher?
10. Is there anything the school can do to make learning easier for you ?
(e.g. opportunities to catch up, different teaching methods ?).

**Student interview schedule 3: on Learning Culture
based on Beresford, J. 1998:11, Collecting information
for school improvement.**

1. What do you like about this school?
2. What do you dislike?
3. In which kind of lessons do you learn well?
4. In which kind don't you learn?
5. How would you describe your ability?
6. Do you work hard?
7. Do your teachers' views of your ability match yours?
8. Have you always been like this?
When if ever, did you change?
What made you change?
9. What do you think of homework?
10. What would you change about the school if you had the chance?

Appendix 2 C

Classroom Observations at HS

Aims of this exploration:

1. To establish the present status of teaching
2. To identify lessons that can be improved
3. To verify after two years since the CPD of Teachers programme;

whether some practices, for example, alternatives to didactic teaching, new pedagogies, student enjoyment of learning and therefore increased motivation for learning have improved;

Change indicated: bc=big change, sc=small change, nc=no change.

Some characteristics of the sample of six teachers whose lessons were observed

Teacher	Qualification	Years in teaching	m/f	Present/nor		Period in the day	Change
1. J.Fecern	Trained	12	m	35	37	2	sc
2. J. Naetern	Trained graduate	18	f	26	27	2	bc
3. S. Benarns	Graduate	2	m	30	32	5	nc
4. N. Mutenas	Trained	23	m	29	31	7/8	nc
5. S. Smartins	Graduate	20	m	28	29	5	sc
6. K. Boutels	Trained	18	m	31	33	6	nc

Teacher	Subject	Year group	Room
1. J. Fecern	Science	10	Hideone
2. J. Naetern	Science	11	“
3. S. Benarns	Geography	11	“
4. N. Mutenas	Maths	9	Lairn
5. S. Smartins	Maths	11	Hideone
6. K. Boutels	Maths	7	Lairn

Table 4.4 Classroom Observations

Classroom Observation: One

Year Group	Teacher	Present/Nor
10	J. Fecern	35 37
Subject		Observation time
Science		9.25 to 10.05
Teacher status		
12; tt		
1. <i>number of years in teaching</i>		
2. <i>qualifications: trained graduate=tg</i>		
<i>graduate=g; trained teacher=tt</i>		

Title of lesson: Differential Heating of the Earth

Lesson structure

There was no introduction to the lesson. It was straight in from the previous lesson, no links were explained.

1. Recall points from the previous lesson included:

- a. the intensity of insolation (sun's heat); b. the size of the area heated
- c. the time element d. the materials heated

2. Teacher dictates brief notes which the students copy very neatly into their note books.

3. Teacher requests students to write out summary of the lesson so far, individually, without help.
4. Teacher gives out another correlation and asks students to explain it without help; one student manages easily, another struggles.

Observations:

1. Teaching style/pedagogy: didactic, chalk and talk, notes of lesson on banda paper reproduction poor, hardly visible.
2. Classroom organisation: traditional- row by row tables and chairs with two aisles separating the furniture.
3. Teacher walks up and down along the two aisles after explanations to check from the notes the students make whether they understand the lesson.
4. Sheet of diagrams on A4 sheets distributed on land and sea breezes; not effective.
5. Teacher requests two students to explain each diagram.
6. Teacher dictates one question for homework.

Evaluation of Lesson

1. Teacher does not energise or create enthusiasm in students for learning.
2. Pace of the lesson is pedestrian.
3. There is evidence of comprehension of what is taught but that is not due to anything extraordinary the teacher does but more due to the high intellectual capacity of the students.
4. The same topic could have been taught in year eight or nine with equal comprehension; this is an example of mechanistically 'covering the syllabus'.
5. There is little evidence of teacher passion in teaching or student excitement

for learning in this lesson. More time could be given to teacher preparation.

6. Use of higher quality resources in the form of photographs even from newspapers and narratives from fisher folk, how they depend on land and sea breezes could have enlivened the lesson creating increased motivation.

Classroom Observation: Two

Year Group	Teacher	Present/Nor
11	J. Naetern	26 27
Subject	Observation time	
Science	9.25 to 10.05	
Teacher status		
18 ; tg		

Title of lesson: Sound

Lesson Structure

Brief introduction included explanation that sound has two movements:
First, vibration, a to and fro movement; second, a rhythmic movement;
Examples: as the movement of the pendulum of an old clock; and the rhythmic movement of the needle of of a sewing machine.

Activities:

1. Students, individually write descriptions of two movements: three minutes
2. Teacher dictates brief notes which students copy into their note books
3. Further activity from text book, page 216 Activity one: teacher demonstrates movement of pendulum: then gets a student to demonstrate same.

4. Teacher draws diagram on black board to further illustrate movement and students copy the diagram.
5. Teacher then explains the concept of frequency: the vibrations occurring per time unit. Units measured in hertz: unit of frequency of electromagnetic waves= one cycle per second.
6. Teacher then uses metal spring to demonstrate movement.
7. Teacher draws diagram to illustrate this unusual movement; then requests students to describe it.

Observations

1. Teacher completely in charge, exudes an air of self confidence and competence.
2. Students concentrate on what is being said and being done by the teacher; there is no disruption of any sort.
3. The intensity of understanding cannot be measured except by the calm, 'appropriate to learning' atmosphere within the classroom.
4. Later inquiry from the teacher of the status of the group it was revealed that they were the best in the year and those who can obtain grades A and B in Science at the GCE 'O' Level examination.

Evaluation of Lesson

1. From the beginning of the lesson it was apparent there were good student teacher relationships. The students conveyed to those concerned that they were present in the science lesson that morning only for the purpose of learning.
2. Evidence of comprehension of the topic being taught can be assessed

by the absence of disruption, from the notes and diagrams in the student note books and the total amounts of concentration during the lesson.

2. More resources such as photographs and videos may have raised the enjoyment levels of the lesson. Also there was no evidence of extension work/homework.

Appendix 2 D
Highdalcarr School (HS) Report to Methodist Conference

1. PREAMBLE:

It is with a deep sense of humility and gratitude that I present this report as Principal of HS to the Methodist Conference in the year 2000.

The past five years have been eventful and a period of bustling activity, and for me, this has been all in the cause of improving the educational infrastructure at HS. Outstanding among the activities between August 1995 and August 2000 have been the high profile completion of the 125 Anniversary celebrations in 1999 and the dedication of the 125 Anniversary building on 29 June 2000.

2. A BRIEF REVIEW OF PREVALENT ATTITUDES:

- 2.1. The following factors below are a brief review of attitudes which has shaped and sharpened a wide spectrum of activity for me at HS, the Sri Lanka Methodist Church and Sri Lanka.
- 2.2. In my conference report of 1997 I have observed that “as Principal of HS (that) I have endeavoured to guide HS into the main stream of educational thinking, planning and action.” I still feel the Methodist thinking at HS and the Sri Lanka Methodist Church is not sufficiently indigenised. To this end we must work proactively and with vision. It is convenient and lazy for us to assume a privileged position as a Christian school and stand aloof and act parochially, to the detriment of ourselves! Inclusivity must be practised in all that we do.
- 2.3. At HS, during these past five years (1995-2000) I have repelled parochialism and two illustrations to support this view, appear below. First, at all College functions I have taken care, especially at the annual Prize Giving (Speech Day) to recognize and accredit the enriching multiculturalism that is found at HS. I have introduced special choral items at the Prize Giving in Sinhala, Tamil and English, thus celebrating our multilingualism. We commence special events at HS with the Hewisi Band in attendance, the blowing of the conch indicating the ceremonial opening of any event, and then leading the Principal and the honoured invitees to the main hall in procession. The Western Band then leads in the remaining items of the opening ceremony, including the accompanying of the school song and the National Anthem at the end of the ceremony. The Tutorial staff in their indigenous and western attire additionally, adorn the function with their formal and academic gowns and hoods. A truly spectacular sight! This is inclusivity in practice.
- 2.4. These facets I believe enhance the multicultural nature of HS and Sri Lanka.
- 2.5. Secondly, I have guided HS, during my tenure of office to mainstream educational thinking, planning and practice through whole staff training

programmes. During a period spanning February 1996 to June 2000 I have conducted thirteen Staff Training Programmes.

- 2.6. Among the more important themes I would select from this list of thirteen are school based assessment, high expectations and positive reinforcement, criteria based assessment, target setting and action planning, classroom pedagogies and student-productivity, the power of School Culture and Motivation and Leadership.

The whole Staff training Programme in general and those mentioned above in particular have underpinned the Sri Lanka Education Ministry's training programme. This Training Programme has enabled HS to be in the very heart of mainstream training programmes initiated in Sri Lanka, so much so that our teachers who attended Zonal Training had remarked proudly to the Trainers that we at HS had already been trained in these aspects of new thinking and educational policy.

These and many other initiatives have enriched the educational experiences of all persons at HS, students, staff, the Governing Board and the wider community, the Alumni Associations (Sri Lanka and abroad), Parent Teacher Association, Welfare Society and HS Sports Club. These initiatives need to be extended and expanded to make HS indeed a more effective school in Sri Lanka, a veritable bastion of good practice.

3. **EXAMINATION RESULTS:**

- 3.1. As in 1998, the O/L Examination results in 1999 were received with great satisfaction, by staff, parents and students. The 1999 results indicate that the overall increase between 1998 and 1999 was a mere 0.1 per cent and yet remained above the 74 per cent level a miniscule increase such as this, after a substantial climb in the graph such as an 18% increase in the last five (5) years (in 1994 it was 56.50%) is on some occasions described as reaching an alti-plano stage when after much success the rate of increase levels off. We are confident that HS's results can be further improved but from the plateau at 75 per cent level it will entail a great deal of creative vision, dedication and hard work to in fact make this change.

- 3.2. In my Speech Day Report of 1995 I had set a target for HS in the GCSE Ordinary Level examination of reaching a 75 per cent level of success. We reached this target in 1998. I must record here the industry and resolution of the HS staff and congratulate them. We have in the new millennium, in year 2000, set further targets of 85 per cent for the O/L Examination and 50per cent who qualify for University education at the A/L examination.

4. **SPORTS** (This item has been omitted).

5. **THE 125TH ANNIVERSARY BUILDING:**

- 5.1. We are very proud to announce, that the 125th Anniversary building was finally completed and dedicated to the glory of God on Methodist Day, June 29th 2000. The vision for this new building for me started in 1996, within twelve months of my assuming duties as principal of HS. I would attribute the following two reasons for the need, as I found it, for this building. First, HS

was short of classrooms. Many subjects such as religion, performing arts and English Literature were taught in make-shift places. Secondly, the New Building of 1984 in which grades one and two were accommodated were showing signs of subsidence which made it unsafe for our youngest pupils.

- 5.2. The new building, I believe, would propel our dear alma mater to achieve hitherto unscaleable heights in the new millennium enabling HS to forge ahead in the educational arena in Sri Lanka.

6. **STAFF NEWS** (This item has been omitted).

7. **CONCLUSION:**

- 7.1. I have earlier in this report referred to the productive years I spent at HS (1995-2000) packed with events indicating unprecedented change and more to be realised in the early years of the new millennium. Presently we are in the midst of implementing the national educational reforms which entail a great deal of hard and dedicated work. In such a context, there are at least two strategies I would like to propose.

The first is that in times of change which involves innovation overload it is essential to prioritize and not dilute precious energies and resources by trying to do too much. The second is, to pay attention to the roots, to the management arrangements to build the culture and the infrastructure for change. It is crucial, that in an age of rapid educational and technological advancement that improvement balances the flow between maintenance and development activities. These tasks encapsulate my vision for HS in the ensuing years. May God bless all our endeavours.

- 7.2. I want to thank all those connected with high quality achievement at HS – the Alumni Associations in Sri Lanka and abroad, the Parent Teachers Association, HS Welfare Society HS Sports Club, the Governing Board, Staff, Tutors, administrative and support staff, friends and well wishers. Please continue to support HS and we indeed will go forward steadily, but surely. HS constantly needs your support. I look forward with renewed faith to a great partnership when we will help HS to achieve EXCELLENCE. As we step into the next phase of development for HS in the new millennium, may God further empower all of us to progress and improve with strong wills, diligent hearts and uncompromising resilience.

Appendix 2 D

Principal's Governing Board (GB) Report Extracts

The extracts reproduced below are those relevant to the thesis and deals mainly with the Continuing Professional Development (CPD) of teachers programme at HS between 1996 and 2000. Those items omitted from these reports that are typical in the business of the Governing Board are Organizational, Financial, Repair and Maintenance of school buildings and environment and Staff (Teaching, Administrative and Caretaking) recruitment and retention.

1. GB report 11 July 2000:

It is always a productive activity to review and reassess the work that one is engaged in. In this report I want to very briefly refer to the CPD themes for teachers.

I have focused on themes such as School Culture, Continual Improvement – Kiazen (Japanese), Productivity, Risk Taking and Progression and Structuring student success in the GB reports between October 1999 and June 2000.

In various ways these themes have had an impact on the thinking and work of teachers and students alike during the period under review, October 1999 to June 2000, which enabled progression at HS.

2. GB report of 7 June 1999:

In a climate of change both in Sri Lanka and indeed on a global scale where educational issues are concerned I have decided to plan for further changes at HS.

At this stage with the impending change into a new millennium, schools across the world face imposed and unprecedented change. I am concerned particularly about the role creativity can contribute to changes I have in mind.

To be specific, they are professional development, vision and research. Others include examining leadership, the assertion of a school philosophy, best methods of conducting CPD of teachers' seminars, to engage in consultation and negotiation and to examine in detail personal support and stress management for teachers.

In the light of resistance to change, I want to state that the basic need for change is to ensure whether to react or to pro-act, whether to devote most or all resources to surviving the day or to planning to create better days.

I am deeply concerned that at HS we must improve and raise standards, so there must and will be change, changes that are well understood, productive and sustainable.

3. GB report of 2 February 1998

A new year always provides opportunities for new beginnings. As a challenge for the new year 1998, I want to introduce what the Japanese call the 'Shinkansen Way' and encourage within the whole of the HS community a new awareness. This awareness will I hope lead to new methods of work and result in a vastly improved performance at HS in 1998 and beyond.

What is the Shinkansen Way? Shinkansen, Japan's high speed bullet train apparently travels faster than an ordinary train. Whilst an ordinary train has an engine in front which pulls the whole train, the Shinkansen has an engine in every carriage. For an organization to run well in its entirety, every part of the organization must provide power, not just the engine in front, as in the ordinary train.

In 1998 I insist that productivity be considered everybody's business at HS. It must be something in the minds of everyone, all the time. I hope therefore that the whole organization will work towards one goal, and that is to improve our productivity.

4. GB report of 27 October 1997

.....a number of unique events in the life of HS have occurred. They are:

1. The completion of 25 years teaching service to HS by Mr.....
2. The teaching of General English to all A/Level classes.
3. A Year 11 meeting organized by students to say 'Thank you' to all teachers.

At the CPD of teachers seminar on 1 November 1997 I have invited a team of six teachers to provide an input from the recent (National Institute of Education) seminar they attended on the theme of assessment.

I have decided to embark upon this step of teacher participation for two reasons. First, this is empowerment, of being able to lead. Second, I want to motivate HS staff with a view to increasing productivity, acknowledging the fact that these elements form an integral part of the National Education Reforms in Sri Lanka.

5. GB report 7 April 1997

Is our education dysfunctional? To elaborate is the education our students receive in 1997 relevant to their needs in later life and for the needs of the market-place, that is the employment sector of Sri Lanka's economy?

In recent months many have raised the above issues and although strategies have been proposed most issues still need to be addressed.

At HS to minimise the dysfunctional nature of our endeavours in education, we have set in place a positive strategy of a CPD of teachers' programme: 'All

teachers are counsellors'. This CPD focuses on a much neglected area of concern: 'Why do many students fail to reach their targets?' We acknowledge that teachers cannot help students adequately unless they understand the many reasons for underachievement among them. This will obviously result in disaffection and more importantly a dysfunctional education which will be damaging to both students and the country at large.

After much discussion among some well informed teachers, we agreed that with counselling teachers could improve student-performance. Among some staff there were misconceptions that counselling was meant for students who had behavioural difficulties. As such these and other students when required were to be helped by specialists or not receive any help at all.

In such circumstances empowering all teachers with counselling skills we agreed would enhance and enrich our teaching. Simultaneously it would reduce the impact of disaffection among our students and help teachers to address the difficulties of all students.

6. GB report of 21 October 1996

The theme of Team-Work was the title of the third CPD of teachers programme. During this seminar much new thinking was generated and expressed. There were three workshops which addressed themes such as 'High quality teaching for all students'; 'Good practices in Team-Work' and 'Obstacles to effective Team-Work'.

These workshops produced a plethora of policy statements which will be presented to staff in draft form and agreed at a full staff meeting.

The concept of school teams as incorporating many other areas of work, for example the work of the administrative staff, the Governing body and others will indeed be of significance to the overall aim of making HS an effective school.

3 Appendix Three: Interview Transcriptions for Data Analysis

Interview Schedule for teachers 2: On learning and teaching strategies

WF - A/L Economics teacher (Yrs. 12 & 13) I = interviewer; R = responses.

- I. How would you as a teacher develop 'high expectations' of your students?
- R. Attitudes must change, deeply embedded ones are those of a 'business' mind.
- I. What are the best methods to use and build on students' ideas?
- R. Even if you get a small response from a student, blow it up. If you don't he will be disappointed.
- I. Do you think that encouraging students to predict outcomes of their actions will help them to learn better and faster?
- R. One e.g. is that of R, a clever student but an anxious lad; he was 18 / 32 in class. During parents' day I encouraged him and I had forgotten about this. When 'A/L results were published he had obtained 3 Grade 'A's. R. came to me and said, "Sir these grades belong to you." I asked him, "What do you mean?" He replied, "I was 18th in class, but you gave me enormous mental energy in front of my parents, that I had potential. I started to apply myself with great dedication and determination and from then on these are the results I was able to obtain."
- I. You may forget what you do, but in this case it bore fruit. There are times when you tell a student why you are at this level – 55% You can get up to 85%.
- R. It is important to explain to the student why he succeeded or failed, as the case may be. The student must know the factors which enabled success and just saying to him, "You are capable of higher marks is insufficient."
- I. Is explaining important? Why?
- R. When I was a youngster my parents and teachers told me to work hard but I didn't respond. Reflecting on my past, the only reason I didn't respond to them was that they didn't explain why I must work hard.
- I. The ability to make progress is not only in the hands of a student, it is also in the hands of the teacher, is it not?
- R. It is in the hands of the teacher. It is also not necessarily the acquisition

of knowledge that helps to progress work but the manner in which the student thinks must change, it must contribute to the work in hand to make it more productive.

I. How will a teacher become competent in advising students beyond their acquiring of knowledge?

R. Through counselling. I have now obtained qualifications taking your advice in 1996 in Dip.in Ed. and currently I am reading for a MSc in Economics at the Kelaniya Campus. In these courses we are exposed to psychology which enables us to counsel our students.
Sir, you told us that we should not punish students, but I disagree with this view. In Sri Lanka, young people look to elders whether it be parents or teachers for admonishment, i.e. to be corrected which may include physical punishment. My father, who is 85, from him I still expect guidance and correction.

In foreign lands students may think they are independent thinkers/ decision makers but here, there is still a need to correct students, not to harm them but to do them some good, do them a favour, that it is a teachers' right to physically punish a student, that a student who does not receive such a punishment is not worth his salt.

I. Q.5 & 6 Engaging student attention & sustain student involvement.

R. I have no difficulty in engaging a student in class, but sustaining attention is a problem.

I said earlier that some students are not in a learning frame of mind, they simply do not want to learn. In their case they come to school without a learning agenda. Their agendas differ often from the teacher's.

I often use a story to help students join in the lesson. I give them up to 5 chances to engage in the lesson. We must be friendly and polite to students but up to a point?

I. People (teachers) are not remembered because they are too nice or too kind. In later years students say that the teacher was popular, was keen to please the situations but the acceptance of such teachers is short-term, temporary & ephemeral.
How do you respond to this aspect of your practice?

R. Can I give you another example of how a student responded because I was firm and unyielding. When I entered the class for teaching one day the student rose to greet me but one remained seated. He was boisterous and argued with me. I said to him, I will not come to teach this class, instead you must take the class not me He had received the last warning many times. Of course. I did not want him excluded from school. Two years later, I was returning home after a tuition class late evening - 9.30 p.m. and I saw somebody ahead of me. I was uneasy about him

because I thought he would attack me. This person knelt down in front of me and begged pardon from me. I asked him why he worshipped me. He replied, "Sir, if you had not been patient with me, I would have been excluded from school. That would have jeopardised my life chances.."

- I. How can you ensure that each lesson is taught as part of a structured course?
- R. At the beginning I give them a summary, at the end also I summarise. I often say to them that we must always link each lesson to the overall theme, but only a few students understand, at which point they are. If students will read through their work on the same day they got them then they stand to gain and with the help of the syllabus can ascertain at which point they are and make connections as to the importance of a particular topic within the total syllabus.
- I. Do all students have a knowledge of the programme of study?
- R. Yes, all students have the whole syllabus given to them and teachers draw attention to it from time to time. If they are meticulous about following this through then they can follow my lesson notes and pass their exams. I don't need to teach them!
- I. Do you think the use of humour can assist in pupil learning?
- R. I do this. I use light hearted anecdotes which are very effective and concentration, staying focused and on task is easily within their reach..

Interview schedule3: CPD of teachers

1. I. What is your understanding of continuing teacher professional development of teachers?

R. Five to ten years after qualifying as teachers, our motivation will drop when interacting with children if we don't know new and up to date methods; if we don't have the knowledge of contemporary society and if we can not engage our children in the modern systems and teach them appropriately in a changing educational arena because our knowledge base is dated, we are unable to adequately function as teachers. We may even become redundant. For these reasons continuing professional development is crucial. From the new knowledge, methods, skills and training and the sharing of these resources with our peers we are energised and fired to perform at a much higher level as teachers which in effect is school effectiveness and school improvement.
- I. What if we don't participate in CPD?

R. If we don't, we may become frustrated and lazy, we will not be dynamic and pragmatic. We will be "doing the same" using our notes from yester year, which means we are ineffective teachers..
- I. If I may ask you on a personal level, how many CPD sessions have you participated in, in your own time and convenience in the last five years?

R. I attend external training seminars gladly because I feel they enable me to be pragmatic. I have attended five CPDs and additionally I attended another special course which updated my teaching knowledge.
2. I. Which themes / topics can you recall of the CPD seminars conducted between 1996 and 2000 at HS?

R. No.2 – Emphasis on teaching and learning; the following themes emerged- how can we share our knowledge and skills as teachers, at the optimum level in a school like Highdalcarr School. How do we in a pragmatic and productive way conduct ourselves in the classroom as we teach? This was understood well by the teacher as well as those in management positions.
- I. Were you a presenter at one of the CPDs? Which one? Can you elaborate and expand on your contribution?

R. The use of resources, applicable not only to primary classes; I considered the conflicts a teacher is faced with in the use of resources; whether the resources were appropriate, whether they were adequate, through them if the pupils can be engaged and their attention span extended.

- I. Is it possible to say that some themes were more helpful than others?
- R. They were inter – linked, as such I could not say one was more important, we could not separate them; organisationally and in productivity terms all were of equal value.
4. I. Have you come across these themes before in your experience as a teacher?
Where did you come across them, in the initial training course, in-service courses or any other course?
- R. As trained teachers some of the subject matter of these seminars I had come across before, but there was a value in conducting them within the school because we acknowledged their merits as applied to our school, where we were teachers. The externally conducted seminars, we found were targeted for teachers of many schools and therefore some of the strategies were not directly applicable to us.
5. I. Prior to 1996 were teacher in –service courses conducted in-house? When, by whom and can you recall some of the themes?
- R. These were not conducted in-house. We however attended courses designed by the education department. In my teaching life at Highdalcar School, i.e. 18 years, this was my experience.
6. I. In what ways are whole teaching staff, in-service, in-house training courses useful to teachers?
- R. This type of course we felt was appropriate; they had relevance to us at Highdalcar School. We were not only able, through dialogic interaction during the seminars, to share our experience and knowledge with colleagues but were able to use them in our teaching. This was enrichment. Moreover the invited experts, who had competence to share with us extended and enhanced our knowledge, methodologies and skills.
- I. Can you expand on your experience of what you gained from interacting with colleagues of other sections (pastoral groups)s e.g teachers who taught A/L classes?
- R. Yes, this interaction impacted on all staff and there was an identifiable unity of purpose and it became possible to think in these terms, that we all are separate and yet united as we function as workers for one institution.
10. I. Collaboration and cohesion among staff are often the missing components that stand as obstacles to school effectiveness and school improvement. In your estimation did CPD enable an integrated approach to school development?
- R. Unity and togetherness as one staff is important, those were our aspirations but we did not practice this at all times. Teachers of higher classes especially may

at times have commented, we know these methods and skills but I must say there were a large number of staff who attended all 13 seminars and being present well before starting time was an indication that they were keen, committed and determined to benefit from these seminars.

The only drawback was that it is difficult to allocate time for these seminars and the Saturday half-day sessions for CPTD meant for some staff a form of sacrifice; they have to forego what they earned by private tuition classes.

Yet they were very successful and we staff felt empowered. There was commitment to the concept of school effectiveness and school improvement through Staff Professional Development.

These CPD sessions were organised on the strongest foundations of an understanding and an agreement between the principal and staff, with a strong belief that progress was necessary and was required in these turbulent days of educational reform.

I would like to thank the principal on behalf of my colleagues for his visionary enterprise to help us to develop and become more effective teachers.

J. P. J - Grade 5 teacher

Interview Schedule 3: CPD of teachers

1. I. What is your understanding of continuing teacher professional development of teachers?

R. CPD demonstrates how we can improve standards of teaching through commitment to continuing development of teachers with improvement, it is individually beneficial and the pupils will also benefit through the teachers.

I. In a rapidly developing world with so many changes in technology and other fields why is it necessary to undergo further training?

R. The world is changing very fast and we must respond to the changing situation.... Those days you said (i.e. the Principal said) that we teachers wrote on the black board, using the text book, today we must do what is more practical, use more resources and change our style of working e.g. to group work.

I. What you earlier used is now redundant, so there is a need to be trained to use newer resources, newer equipment?

R. Yes, we need to do this, we need to leave behind practices that we know are not productive and learn to use others.
2. I. From the CPD programmes conducted between 1996 – 2000 what themes can you recall?

R. How to use new resources, how to make pupils understand better. Yes, the seminar on Teaching and Learning was helpful.

I. Education systems are also changing e.g. school- based assessment.

R. Therefore the knowledge base needs to be up be updated. The seminars were very useful, they assisted teachers to achieve this.
3. I. Is it possible to say that some themes were more helpful than others? Name them.

R. Emphasis on teaching and learning; assessment and classroom methodologies were more helpful.
4. I. Have you come across these themes before?

R. I was externally trained in 1989 / 90; but the first seminars were conducted by Mr N.A.B Fernando. Before 1996 therefore, in my experience, there were no

CPD seminars conducted at Highdalcarr School.

5. I. Prior to 1996 were teacher in-service courses conducted in-house?

R. No. In 1984 Mr L. acting principal may have done this, but I don't know about this nobody told me.

6. I. Whole teaching staff, in-service, in-house, how useful were they?

R. It was helpful, to build our unity. It was very successful, teachers of Grade 1 and Grade 13, all came together for training. The CPD sessions were not meant for one year group.

I. Working together was useful you say, but how was it useful?

R. We shared our ideas, we discussed, and then in plenary sessions we agreed on some future strategies and the decision making was by all present at the seminar, not by year groups or by individuals.

It benefited all the teachers because now, after the CPDs, we could agree on some plan of action, whether it be pedagogy, e.g. student centred learning, criterion based assessment, and not notional or marks only based assessment; whether it be the use of resources; home work policy, attendance, punctuality or a host of other aspects and together implement the plans. It was not just doing what the management told us to do.

7. I. The last seminar was on Leadership and Motivation. Can you remember the one before that?

R. The power of school culture.

I. The two (invited) principals recommended ideas that can be used to improve the culture of the school. What are the elements of culture in your opinion that are important in this school?

R. 100% attendance of students and staff can contribute to school improvement. .

I. But is this to do with school culture? Are these things linked to school culture that you can specifically name as important? Some clues.. you already said unity.

R. One thing is discipline, high standards of discipline, attending weekly religious meetings when all faiths meet.

I. What things do you do that make you happy and satisfied?

R. Teaching... I enjoy teaching. Here is an incident that happened in your time, Sir.

My wife and daughter were in hospital and I had come to school. You spoke with me after assembly and said, "What are you doing here, you should be with your wife and daughter."

I said, "Sir, my daughter is one, but at school I am responsible for 40 children, that is why I came to school."

- I What do you call that, deep commitment?
- R. First of all, if we are teachers, we must teach, that is our chosen work; the boys then will respect you and then they will follow your example.
8. I. How will you explain the gains of CPD to a lay person?
- R. By saying to them that these seminars help us to improve the standards of the school by working together as teachers.
9. I. Do you believe CPD maximised the productivity of departments / faculties / Sections? In what ways did this happen and what were the outcomes of this enterprise?
- R. We have done a lot during these seminars. We have discussed matters as a team in the final stages we have recognised the shortcomings and have sought methods to overcome them and improve our school even further.
10. I. Collaboration and cohesion among staff are often the missing components that impede school effectiveness and school improvement. In your estimation did CPD enable an integrated approach to school development? What are some criticisms?
- R. Some teachers criticised CPD. Teachers get poor salaries, so they supplement their income.....so missing tuition classes on Saturday mornings was not popular, this meant missing one payment. For the sake of the school, the Principal told us that it is a worthwhile effort that we give up one Saturday morning once a term. I believe that most staff accepted that this was a sensible arrangement.

K S - Section Head of Years 10 & 11 and Geography teacher Ys. 10,11,12 & 13

Interview schedule 3: CPD of teachers

1. I. What is your understanding of continuing teacher professional development (CTPD)?
 - R. a. After we obtained a first degree or diploma within five years the knowledge therein is outdated. Among us teachers there is a myth that we are knowledgeable implying that we do not need further in-service support.
 - b. The manner and the speed with which our acquired knowledge at a given time is rendered of little value, say within 10 years is alarming and therefore re-training, in-service professional training becomes critical.
 - c. Therefore continuing professional training must be employed for teachers to function adequately within schools.
 - d. It is sometimes the responsibility of the government or the local education authority to conduct these up-dating seminars but if they do not fulfil these obligations then like at HS the head can step into the breach.
 - I. Why do you think that in developing countries such as ours these enterprises are neglected? Is it due to the lack of funds or are educational administrators not aware of their significance or is it because there are no immediate measures that can be employed to assess their productivity ?
 - R. I feel there are benefits from the CPD of teachers programme but not much importance is given to them mainly due to the inability to assess their productivity in a short period of time, and they are considered of little value compared with money-making (or producing) enterprises such as in the economic and business worlds.
 - I. What is the main benefit of CPD of teachers' programme?
 - R. In Chile there was an educationist named Gabriela Misral. He addressed children at school as today's children. He did not emphasise their past. We therefore must receive training which is appropriate to the present times, not dwell in the past. CPD provided us with this daily sustenance of updated knowledge and skills necessary for teachers. This was the main benefit.
 - I. What are the benefits? You say there are but how can we measure them?
 - R. In our countries this is not done and therefore the benefits don't seem to exist.
Moral aspects will develop.
2. I. From the CPD seminars conducted between 1996 and 2000 which particular themes / topics can you recall?
 - R. (i) Counselling theme was very helpful

(ii) Motivation theme.

3. I. Is it possible to say that some themes were more helpful than others? Name three and comment on how they were helpful.

R. Counselling: because I have received training in counselling and it had relevance to my daily work and to the work of a large number of teachers at HS.
4. I. Have you come across these themes before? Did you do so in your initial teacher training course, at an in-service course or at any other course?

R. I have been engaged in counselling training before but I received great benefits from the seminars conducted at HS.
5. I. Prior to 1996 were teacher in-service courses conducted in house? When, by who and can you recall some of these themes.

R. I cannot remember any in my 19 years at HS.
6. I. In what ways are whole teaching staff, in-service, in-house training courses useful to teachers?

R. To receive CPD in our own environment was of enormous benefit because we were able to, in many cases, very quickly to absorb the new systems into our own practice. If we went to another environment in a new place, because it was unfamiliar we would not be so forthcoming in discussions with strange people and the expected benefits would be delayed or not forthcoming.
7. I. Enumerate and comment on the strategies that were recommended (at the 12th CPD).that the teachers can employ for improvement through a strong school culture.

R. HS has many established traditions being over 125 years old.
We are multi cultural, that is our strength.
HS is a family – grand parents have been a part of HS, ownership, sharing, understanding – all these aspects are carefully and cleverly grafted into our beliefs, attitudes and behaviour. If a past student marries, his best man is normally, not his younger brother but a friend at HS from another community. This demonstrated the unique culture that exists at HS.
Our students have received a great training whilst at HS through the culture. They are confident in the market place, at an interview for a job ...facets acquired at HS help them to obtain good quality employment.
8. I. How will you explain the gains of CPD to a lay person for individual teachers and the accompanying institutional gains?

R. Individual teacher gains were high, through individual teachers they were passed on to the students in the classroom and then they were manifest

through school culture within the whole of HS.

9. I. Do you believe CPD maximised the productivity of departments / faculties?
In which ways did this happen and what were the outcomes of this enterprise?

R. Response to this question was obtained in a separate interview with K S on 28.01.2002.
10. I. Collaboration and cohesion among staff are the often missing components that stand as obstacles to school effectiveness and school improvement. In your estimation did CPD enable an integrated approach to school development?

R. Teachers in the upper school gained from the experiences of colleagues in the lower school. The benefits were mutual, interaction was promoted, we were enriched by collaboration and cohesion and working for our institution, HS.

S. D. : Interview schedule 2: Effective / Ineffective Teacher

A' Level teacher – Maths & Physics

1. I. What attributes would you use to describe a good teacher ?

R. a. Student and teacher relationships must be of high quality not 100% based on the curriculum; how does one apply this to daily life?

b. Time management –the lesson set for the day, this must be made known.

c. Recall, aims of today's lesson, introduction, main body of lesson –how well the students understand it; conclusion: conduct evaluation.

2. I. What in your opinion are the attributes of an ineffective teacher?

R. a. If the lesson is conducted according to the syllabus parameters only teacher must be ineffective.

b. If the teacher does not come on time and stop lesson on time.

c. Cater to high flyers only.

3. I. In your own practice what attributes do you feel are lacking? Give reasons why you did not incorporate them into your practice or were there insurmountable obstacles that you faced?

R. Poor behaviour of a student can make me very angry. This delays progress.

I. How do you correct yourself?

R. I explain the code of conduct at the very beginning and state very emphatically to the students that my expectations of them are of a very high standard and interruptions of any nature are time wasting and unproductive.

I You may attempt to teach without much preparation, the students may even listen but they will not understand what you are teaching. This is a weakness
Comment on this.

R. I have observed different behaviours in teachers who have a teaching diploma and in those who don't have a diploma. As a teacher through 'diploma' knowledge we can be better teachers.

I How do you evaluate teacher practice? Students will remember you for your skills.

R. I explain that there is no mystery in Maths, that it is quite simple. I do not convey the complexity of the subject to the students. I employ a matter of fact approach, an approach which students can comprehend.

4. I. What are the ways in which you feel you can improve your present practice?

R. I am now doing an MSc. When students ask me questions on how this topic is going to be relevant in later life I am able to explain this, a little better now, because I am engaged in further studies.

I. How will you improve yourself?

R. Using further texts.

I. Do you ever re-structure and refine your work?

R. When I know students have not understood a Maths problem, I restructure the same teaching to make it better understood.

5. I. In your lesson preparation how often have you used (weekly/ monthly) resources, for example texts, journals, magazines, newspaper articles other than the prescribed text? If not why not?

R. A theory will help to teach a problem.

- a. I put it to them through this theory how often it has been applied in everyday life. Illustrate how did people take water to the top of Sigiriya.

They used all the laws of Physics and Maths to do this and Technology in the construction of irrigation work – 1 inch 1 mile slope

- b. I go to Science exhibitions and illustrations are available and I use these to teach- it is not simply therefore the text, but its application that is important. Then the complexity of Maths or Physics is reduced and the interest and motivation increases.

I. Not just that we learnt it but how did we learn what we learnt?

R This is something I teach. I explain that what people consider a wonder, magic or mysterious is plain and simple how a firework spreads so beautifully with time and its resplendent colouring can be explained.

6. I. If your exam results are good, which they are then maybe you don't need to seek peer critique, or do you?

R. I have done this with my teaching group especially 'A' Level groups. I discuss with the class re, this and request them to write on a bit of paper anonymously, what I am doing wrong whether it is related to what I teach or in the way (s) that I teach it.

I. Have you got such responses?

R. Yes.

I. Have you obtained advice from others?

R. No, but if advice was offered then I receive it with calmness, dignity and gratitude.

W K.

Teacher of Sinhala Language and Buddhism

Interview schedule 3: CPD of teachers

1. I. What is your understanding of CPD?

R. In Sri Lanka when teachers are trained professional training has become a compulsory element. For salary matters for a long time the number of years one worked was the criteria for pay. After these educational reforms the criteria employed for professional development is not the length of service but the progress each individual teacher has made, the number of seminars one has attended and training schemes. This is in order that the Sri Lanka teacher training system can be brought in line with the world standards for teacher development.

2.&3. I. From the CPD programmes (of 13 themes) conducted at HS, can you recall three themes which were personally helpful to you?

R. a) All teachers are counsellors.

b) Criteria based Assessment, New Reporting Format and Rewards Policy

c) Classroom Methodologies and Student Productivity.

4. I. Improvement in my work takes place within a framework. We are already at a certain point in the development spectrum. We cannot stop there however, we must seek further improvement at HS. Were there such CPD programmes conducted?

R. We did not have CPD programmes based within the school. Teachers were

released to attend external courses, not very regularly. The administration decided that teachers cannot be released because it entailed a loss of teaching time to the students.

5. I. Prior to 1996 were teacher in-service courses conducted in-house? When, by whom, and can you recall some of those themes?
- R. A past principal decided to invite an advisor / trainer for CPD. For e.g. a four day programme for the Primary School staff was conducted, not for the rest of the staff.
- I. Of the 13 CPD sessions conducted had you come across those themes before and where did that happen?
- R. There were no CPD themes comparable to those at HS conducted by the education ministry or at another level. A criteria based assessment policy, CPD No. 7 was for e.g. discussed at the Ministry level only after we teachers had been through this learning experience at HS.
6. I. CPD organised on the basis of in-service for the whole staff ... what are your perceptions on these?
- R. It is difficult at the best of times to persuade all teachers to participate in a CPD or other programme at HS. It depends on the personality of the principal. Attendance at them did not drop below 95% at all 13 CPDs. It was possible for him to get this response.
- I. There were of course occasions when the principal had to be involved in situations where teachers requested to absent themselves from CPD.
- R. The principal however emphasised institutional gains from the CPD experience. All these rapid changes were taking place in the world but some of our colleagues were like 'frogs in the well', individuals with constricted vision.
- I. I must however state emphatically speaking for teachers that coming back to

school on a Saturday morning was not convenient where family matters and tuition classes were concerned.

R. It is not a case of convenience, there was simply no established practice at HS of such whole-school initiatives before this but when the event took root in the teachers' lives the grumbling gradually was minimised.

How did the state organise such courses? Teachers were persuaded to attend such

CPD sessions on both Saturdays and Sundays, also on public holidays. They did

not allow teacher training activities to be conducted during school time. This is

made clear time and time again – that training activities must continue but not

during school time.

I. Power of School Culture, No.12, we received direction from the 2 invitees.

How

did you incorporate that direction into your practice as a teacher?

R. Each school has its own culture. This was made clear by Mr G. principal of R.C., one of the oldest schools in Sri Lanka. Our school culture I feel is of a higher quality than these other schools because it is based on Christian principles. Good discipline for example is highly valued in a school such as ours and I feel we are 'easily in front' of other such schools where this is concerned. Another example is Founder's Day at HS. On this day the whole school's attention is on the birth of this institution, HS, which promotes community feeling.

I. What is the special aspect attached to Founder's Day?

R. We all think / feel we are part of this great heritage at HS handed down to us by our forefathers. We may therefore say this is our school.

HS children are more proud. The students will go to a great deal of trouble in order that they protect the good name of the school. When we constantly remind our students that they belong to this institution they do respond positively. This is the school culture as preserved for us by our predecessors which we will preserve in turn and hand down to those who come after us.

Another event is our Sports Meet. Alumni gather in large numbers at this event. They observe how things are done today with watchful eyes and may remind the principal, staff and students of today that at HS we will jealously guard our sacred traditions.

- I. Is this a good thing? On some occasions although alumni may want the school to go back to events of the past, we need to carefully consider whether we necessarily will dwell in the past or move forward? Alumni may well criticise but we must be wary that alumni may not be aware that a great deal of change has occurred all around us. We must give equal weight to historical aspects and the contemporary elements.

- R. A balanced outlook in all these matters can be promoted by the principal.

9. I. How did CPD assist faculty productivity?

- R. In teaching my subject /s I have incorporated the knowledge and skills I have acquired from the CPDs. Doing this I feel was making progress.

- I. You need to give examples of how productivity occurred.

- R. Say I have 25 students, I keep records of each of them and when I compare their progress, student motivation I notice has increased, students are now at a higher standard than before in classroom activities, in academic work, sports and discipline.

10. I. Collaboration and cohesion of staff are essential for school effectiveness and improvement to occur within a school. What comments will you make?

- R. For CPD workshops we divided ourselves into groups, not horizontally i.e. year groups, or vertically but randomly. This thorough mixing of staff at CPD promoted sociability, collegiality, thoughts of unity of purpose where teachers felt they worked for the one institution, to develop the school, there was higher productivity because we worked with determination to achieve one goal.

I. There is a strength in collaboration and cohesion of staff.

R. We joined together, we collaborated, we were bold enough, we did things we never dreamt of before that we could do together. The combined strength among teachers is certainly a potent instrument to promote SESI at HS.

V. D.

Class Teacher Year 4 (Tamil medium)

Interview Schedule 3: CPD of teachers

1. I. What is CPD? Please explain.

R. Education systems change from time to time. As a result we don't know everything, our knowledge has gaps in it. We 'modernise' or update ourselves because of this. If we don't we are unable to be effective teachers, we may not be able to even provide answers to questions students raise as young an age as in Y4 (my class), 8 year old children. In our profession we teachers need to learn everyday. We need to search after new things and learn about them. The new ideas that are introduced to us we need to be able to discuss and explain to our students. To do all this, CPD is necessary.

2. I. We conducted several seminars between 1996 and 2000. What themes can you recall?

R. School Culture no. 12

Criteria based assessment no.7. This promotes better understanding.

3. I. Some seminars were more helpful. Name them (3) and say why they were helpful. School Culture no.12. It was interesting and promoted understanding. He spoke about teachers taking leave. They referred to educational reforms.

R. Reforms are required because the world has changed, has developed. There are computers, so we must work in such an environment. We have black boards, but even a basic piece of equipment like a cassette player, we don't have. We have on the other hand made our own resources – we have gradually given up the use of the black board. This directly stems from the seminar no.9, Classroom Methodologies.

4. I. Have you come across these seminar themes before this? If so when did you come across them? Have these been conducted at HS?

R. No, they were not conducted at HS. Occasionally they were conducted by the education ministry, but not continuously, only occasionally, why because it was

expensive, it involved paying the teachers when they went on external training courses.

I. It was during Reforms updating that training occurred?

R. Yes, only once a year.

5. I. Whole school, teaching staff, in-service, in-house – what are your responses to these ideas?

R. It is an advantage to have seminars in our own environment, in surroundings familiar to us. It is not like going to a strange place and being given some unfamiliar material and when we return to our own school environment, we teachers find it difficult or almost impossible to introduce it at HS, our own school.

I. What we do here is what is appropriate to our needs, on which we decided through consensus.

R. Yes, we gained from them because of these aspects.

6. I. What was the gain of the whole-staff CPDs

R. We gained from colleagues of other year groups. I am a Primary teacher and colleagues from an upper year group advised me how to cope with disaffected students. In turn, we in the Primary section could advise colleagues of another section how we perceived poor behaviour and how we adopt a more holistic approach to it. We could for example analyse the instances in which the student faced difficulties and summon his parents, to address the situation with shared responsibility, parent and teacher deciding on lines of action to support the students.

I. Give me an example when a colleague from a higher grade helped you in teaching methods or knowledge.

R. In teaching about the environment I was dealing with the topic of rain formation. I had forgotten my own 'A' level Geography from which I could explain this. So I consulted an 'A' level Science colleague who helped me. I was then able to proceed with teaching my own group. It was not only in-filling knowledge, it was the methods of teaching from which we gained. We discussed the situation of the student and their home. If we asked them to bring an item like a plant from home, and they forget to bring it, we discuss such an instance and contact parents. Sometimes we have known that there are difficulties at home.

I. In your own year group how did CPD help?

R. An example of this is: we discussed this in team, in year groups and arrived at ways to support such students. Often there was only one such student in each

group, but we learn to cater to each need, that each child was important, even if it be one.

10.I. Collaboration and cohesion are not present, we work individually. These will help SESI. Comment on these aspects please.

R. There is no collaboration amongst us, I must state this. Often teachers work on an individual basis. This is not just at HS, it is elsewhere too, we are selfish.

I. Are these traits common?

R. Yes, when we discuss our work with each other some do not approve of this. These are attitudes of different people.

I. What are these attitudes?

R. In our own year groups, most of the time in parallel groups we teach the same topic. If a colleague or I, on some occasions introduce a creative aspect or do something extra, for example using additional resources, one or two other colleagues in my grade (year) do not approve of this only because we are seemingly ahead of them and perhaps because we are exposing them.

I. Why does this happen?

R. Because there are hidden reasons. I have known instances when two members of staff have disagreements, say for example in pedagogies. This ensues in debate and dissension.

I. Give me examples. This is very valuable for my work. If there is disagreement please explain the cause of this so that we can suggest ways of correcting it together, not individually.

R. In countries such as ours (meaning Sri Lanka) it is very difficult to do this. If one of us wants to do something different, which may appear of a higher quality, somebody in the team invariably objects.

I. If it is a good method, for example, then others should agree to it, shouldn't they?

R. Yes, I agree with you, we must collaborate.

I. So why don't colleagues agree with you on forward looking methods in teaching?

R. Yes, they may agree superficially, but 'underneath' they disapprove.

I. Why do you think they disagree, please explain.....

R. I think this is because I am doing something better than my colleague.

I. So, you have still not given me a reason for this.....

R. It may be due to jealousy.....?

- I. This may be natural and may be human. And yet if gains accrue, why disagree?
- R. If we collaborate there are gains for the school, this is good.
- I. Individually are there gains?
- R. I don't think this will harm the individual either.
- I. We cannot understand this, can we? It is hidden? We try hard to improve certain aspects of our practice and then we quarrel about them?
- R. If we deeply and passionately believe we must improve something, another colleague/s may disapprove, may even be angry about it. Another may cry, and we may argue about these issues.
In my case, I may have had disagreements but I have not been angry with a colleague. There may be times when we do not communicate. That is because I am the only Tamil medium teacher in my year group, (the other 3 parallel groups in the year are taught by Sinhala medium teachers) and so they don't challenge me.
- I. Who do you communicate with for advice if you have any difficulties because you teach in the Tamil medium? Is this possible?
- R. I often seek advice from Mrs CN, who has a lot of experience and teaches Y 10 and 11.
- I. Do you similarly support colleagues teaching in the Tamil medium in Y 1,2 and 3?
- R. Oh yes, when Ms. J., a new Tamil medium teacher seeks my help I am very willing to support her. There is a great need for us to work together. If we don't we really are not helping the students, this is certainly a deficit feature.
- I. If you wanted for example to develop a theme such as the environment, and you don't have support, do you feel discouraged?
- R. Yes, I may feel isolated sometimes, but on other occasions I have interacted with fellow teachers collegially and sought their support and goodwill. More often than not, I am relieved to say I have obtained it. Although I am a Tamil medium teacher I read books written in Sinhala and therefore I am in a position to seek help from colleagues teaching in the Sinhala medium. So collaboration has many gains for me.
- I. So, what about cohesion? What are your experiences re. this? What about those deeper relationships, those strengths of cohesion?
- R. This is crucial for all of us, both on an individual level and also for the school. Anything that develops us and the school cannot be bad, and people from whatever background, and diverse attitudes should not object to them.

D.W. – Sectional Head

Interview Schedule: Faculty Heads / Sectional (Pastoral) Heads

1. Please give brief details of the history of your section over the last seven years.

R. I have been section head for seven years.

2. Identify any strengths or major achievements of your section.

R. The following I consider as major achievements:

- Moving to a new building, the 125th Anniversary Building.
- Organising : sports meets, Christmas party, Easter service, Teachers' Day and Sri Lanka New Year celebrations.
- Benefits to staff, particularly young staff; students; parents.
- These achievements have promoted SESI and so benefits the whole school. When younger students take part in these activities we teachers encourage them on an on-going basis.

3. Identify any weaknesses or problems:

- R.
- * Some teachers co-operate / support initiatives I introduce for the section; some others are not so co-operative.
 - * Teachers who are absent from work frequently.
 - * Teachers with poor punctuality records.

4. How satisfied are you with the work of your section?

R. A large proportion of teachers appear to be performing to near full potential

5. Why is this?

R.

- This is because teachers are aware that I monitor their daily performance through teacher record books.
- Most teachers work well because they are unhappy about blame they receive from the principal or parents or governors.
- Most teachers enjoy their teaching because they feel they serve God through the students.
- A large number of teachers in my section have many years of experience in teaching and so the quality of teaching is high.

6. In your view has the work of your section improved or declined in the last five to seven years? Why is this?

R.

- It has improved because I believe in the first instance I improved myself. I did a degree which raised my self esteem and provided a role model for other teachers.
- It has improved because our work has been monitored by frequent visits by the Education Ministry. This has ensured a higher productivity in our work.
- There are new activities which reforms at government level have generated which have entailed improvement. For example an activity in Grade 3 is for students to stand around a large map of Sri Lanka with lamps. This promotes participation, learning is more meaningful because the emotional feelings of students have been kindled..they say 'I love my country'
- Improvement has been identified in new methods of teaching. Students feel that they have more opportunities to express themselves.
- One way in which the work of the teachers may have declined is: under the reforms teachers are expected to swap their classes. For instance teacher who taught Year 1 or Year 2 for over ten years were required to change. This change generated unease and resulted in poor performances.

7. Why is this? You say the external advisory teacher brought the Reforms to the school. But how did you personally respond to them?

R.

- Improvements have occurred, but the one I can recommend is that through the activity based reform strategies individual students receiving more time for correction and encouragement from the teacher than before.

8. On a rating scale 1= Good; 2= Fairly good; 3= About average; 4= Not very good; 5= Poor, how would you describe yourself under the following headings:-

R. Leadership = 2; Commitment = 2; Initiative = 1; Effectiveness = 3; Creativity = 4; Responsibility = 1.

9. On a rating scale 1 = Very strong emphasis; 2 = Good emphasis; 3 = About average; 4 = Fairly weak emphasis; 5 = Weak emphasis, how much emphasis does your section place on academic achievement?

R. 3 = About average emphasis

10. On the rating scale used in Q.8 how would you describe the ethos of your Section under the following headings?

R. Teacher co-operation = 2; Joint Curriculum planning = 3; Evaluation of courses and teaching = 3; Mutual support among staff = 3; Teacher absence and willingness to cover colleague absence = 1; Contact with other Sections = 1; Involvement with whole school activities and

policies = 1; Working relationships with students = 1.

11. Has the ethos of the Section changed over the last five years?

R. Yes.

12. If yes, how?

R. I always think of setting an example which is important for both students and teachers.

14. Would you like to comment on any other aspects?

R. Most parents' standards of English are high and this helps the work of the Section. Most parents are satisfied with our performance.

15. In what ways can the Section's performance be improved?

R. The preparation and use of visual aids can increase.

16. How will improvement in this area be achieved?

R. By identifying the need for visual aids, costing it and requesting funds.

17. Does your Section suffer from staff shortages?

R. No. My Section is fully staffed and absence rates are low.

18. Why do you think this has occurred?

R. There have been very few changes in the teaching staff and we are experiencing stability.

G.W. – Sectional Head

Interview Schedule: Faculty Heads / Sectional (Pastoral) Heads

1. Please give brief details of the history of your Section over the last seven years.

R.

- We have changed a great deal at Ministry of Education level. Several reforms have been initiated at HS.
- Evaluation / Assessment activities have increased.
- The Section will lose out in parental co-operation if our academic standards dropped.
- Systematically therefore parental support over the past seven years has increased.

Reasons for increased parental co-operation:

- Principals have encouraged parental support for the school.
- The Ministry of Education has also done this.
- Parental concern for student progress has increased in the light of the Reforms and their inability to understand them has created opportunities for the Section Head to offer this help. Many parents had misconceived the purposes of school. In order that I may obtain their support I worked with them with patience.

Comment on your efforts to solicit parental support through fund-raising Activities.

R.

- This was whole-school parental support, not just for my section. I made the purpose of particular activities clear. Parents understood that fund-raising was for the prime purpose of whole-school development.
- Parents often questioned how the funds raised were to be used.
- Successful events at HS demonstrated that funds were used appropriately for such purposes as communication, 125th Anniversary Celebrations and the issuing an HS 125th Anniversary stamp. Through these activities parents had concrete evidence of the use of funds.

Elaborate on how you extended parental support for the school.

R.

- When parents visit the school I took the trouble to explain to them that this is their off-springs' school. Support parents give to the school then is essential for the future of your off-spring. Additionally I explained to parents that at admission they were aware that the school had a good reputation, a good history and a good track record. Having chosen the school we need together, parents, teachers and principal to improve its standards.
- Parents' targets should be, to make the school even better and to make parental funds the basis for future improvements.

2. Identify any strengths or major achievements of the Section over the last seven years.

R.

- One of the strengths of my Section was the special interest the teachers and students had of the environment. This received unusual and favourable attention from the school administration and also the parents. The target was to make the environment around our Section (Years 6, 7 and 8) clean and beautiful. When visitors viewed this Section they saw more greenery, more dustbins and an attempt to grow flowers. We bought many flower pots for this purpose we encouraged the spread of the green atmosphere through growing grass. The classrooms were cleaner and there were speakers - part of a public address system which was obtained from parental contributions of which only this Section boasted. Parents who saw these new features recognised that we teachers were consciously improving the school.
- Secondly the students' awareness was raised, that their patch needed to be kept clean and attractive. The students worked with purpose using brooms and other cleaning equipment to keep the classrooms tidy. Some of them mended furniture when tables and chairs needed fixing. These were not jobs for the caretaking staff only. I made it clear that students need to participate in these tasks to improve the aesthetic standards of the school.
- Thirdly I explained to students that resources we possess are those not given to us by a benefactor but those we ourselves spent money on. For this reason we need to take care of them. Teachers must encourage students to do this.

2a. How did the academic standards of your Section improve?

R.

- The diary / teacher record book introduced in your time was a great success. In it were teacher records about student performance. Previously student academic progress was recorded without details of attendance and skills that students possessed. I argued and the teachers were informed that this method would improve teacher understanding. It also made possible parental understanding of student progress. This enhanced the whole process of student monitoring.

3. Identify any weaknesses or problems that your Section encountered in the last seven years.

R.

- Re. weaknesses and problems I have to say my feelings are ambivalent. We were, for example advised by you, as principal, internally and by the Ministry of Education externally that we as an

institution must take decisions to discontinue corporal punishment to fall in line with current knowledge about this issue.

4. How satisfied are you with the work of your Section?

R.

- I recall with great pleasure the exhibition of student work which we held annually. Exhibitions tell the story of how students in their Year groups, with some help from the teachers construct models of various study themes. For example how 'an agrarian economy functions' or how 'irrigation schemes supplied water to the fields'. Doing this the students shared and exchanged knowledge during the exhibitions. They also learnt from the materials they used to construct models. Students gained enormously from this unusual experience. If for example they were confined only to classrooms, text books and teachers their learning would have been restrictive.

4a. How do we know that students received these benefits?

R.

- The teachers provided the students with guidance. The students in turn translated this into models they constructed. We know students gain from this experience because they were able to explain how the model worked and how they constructed it. When the principal and other senior staff visited the exhibition they ensured that students' understanding of their work was of a high level. Most importantly for a large number of them it was an enjoyable activity. It was an example of non-conventional learning.

4b. Did the student gains from the exhibition manifest themselves in later years?

R.

- The experience and benefits students gained were not confined to the current academic year. They were able to recall such gains in examination courses in later years.

6. In your view has the work of your Section improved or declined in the last five to seven years? Q.7. Why is this?

R.

- Teachers in my Section have worked diligently and supported me as Head of Section. This is a good reason why I consider that work in my Section has improved.
- Improvement in the Section I ascribe to high levels of commitment I find in some teachers. I have discussed the theme with my team that 'they cannot serve in a shallow capacity as in doing your work for the sake of doing it'. I have insisted that HS is a very unique place and that teachers are required to raise their standards on a continuing basis;

parents and other stakeholders demand high standards. Teacher commitment levels are therefore indeed high. I pointed out that at HS, a school with deep religious foundations high levels of commitment were necessary.

- Demonstration of their behaviour was observed in several teachers who displayed care and concern towards students often going beyond the normal call of duty. Some of them for example who may go past a noisy class and are without a teacher may stop and speak with the students concerned and will inform the Section Head of the situation.
- On some occasions I have observed teachers who show initiative and will function effectively without instruction. Of course there are other teachers who I cannot persuade to follow certain patterns of behaviour. If they do not perceive difficult situations the way I present them, then it is unlikely they will respond to them positively.

13. How would you describe a performance of staff in your Section on the following rating scale? 1 = Good; 2 = Above average; 3 = Average; 4 = Below average; 5 = Poor.

R.

- Of the 26 staff in my Section most are in the high performing category of 2.
- New projects I have initiated I have insisted that they be sustained.
- We have all been responsible for the building of the 125th Anniversary Primary School block. The co-ordinated efforts of teachers in my team have impressed me as of a high standard.

15. In what ways can the Section's performance be improved?

R.

- There have been instances when the productivity of some activities at HS has fallen below expectations. To do this we must introduce new methods gaining from the experiences of the CPD programme. We must also insist that we discard what we now know as unproductive.
- HS being a 130 year old school we must be sensitive to what we discard. Although new technologies and computers have outmoded systems of yesteryear, I think, it is possible to restore some of the practices from HS history to raise our Section and school performance in the ensuing years.

SF: Vice Principal and Chaplain

Interview Schedule: Heads' Interview Schedule: Aims and Pillars of Education

1. What would you identify as the key educational goals.....?

R.

- Help students develop their minds to understand what is going on in society/world.
- Help students to relate education to everyday life
- Help students recognise their individuality, the social aspect and consciousness, an integral part of their growing process at school.
- Help students feel secure, to know they are free human beings and not to depend on others.
- Help students to understand they function within a community, whether it be at home, in school and in later years at work.

2. How differently would this list have looked five to seven years ago...?

R. I cannot answer this because I was not in post 5 to 7 years ago.

3. Presently what ideas (philosophy) in education do you consider important?

R.

- I would place discipline in order of importance at number 1. As educationists we should encourage students with good discipline in all areas of life. This is a top priority which cannot be compromised at any stage.
- Good discipline has been emphasised throughout the history of HS. This is recognised by all those who know HS. Others perceive HS students as identifying what is important at HS in this order:
1. discipline, 2. academic work, 3. co-curricular activities: for example sports, 4. spiritual aspects.
- I have met HS alumni now living abroad who visit HS. When I converse with them I am convinced that they owe their present success to HS discipline.
- Check HS discipline outside HS gates today and you will know that I have made the correct observation.
- To the question how good is discipline in state schools I would reply that HS discipline easily outstrips standards in state schools.

3a How would you build good discipline?

R.

- At HS the whole environment is superb. Take any visitor to the main hall, you will feel very special there as part of a unique congregation.
- This feeling I would describe in the following manner: the main hall is built in a special way; the school crest and motto are displayed and at school assemblies we sing the school anthem. It is an extraordinary atmosphere and you and I (both the Vice principal and I are alumni of HS) were nurtured at HS. HS is an old school (128 years in 2002) and so we are different, we are better than the neighbouring schools.
- Although we accept this praise for HS I do not want our boys to feel superior and 'put down' others in the neighbourhood schools. To describe HS culture I would use a Biblical word Kadesh which means holy and totally different. Our school is unique, special, healthy and an atmosphere you may not find elsewhere. At HS teachers make the students aware of these aspects by their own life example.
- We recognised that HS is an old school with a long history, reminding students that they are at HS today because the school continues with its excellent work. I will not object to reference to the past at HS since I perceive in that only a sense of gratitude to our predecessors.

5. Describe any major successes and achievements of HS prior to 1995.

R. I cannot answer this since I am in post only since January 2000.

6. Describe any major problems and major challenges which the school faced prior to 1995.

R.

- A long standing challenge at HS has been the vision of teachers re. the acquisition and practice of the English language on a daily basis. Some teachers say that they do not like the practice of English. This is a stumbling block since the English is increasingly demanded when our students apply for employment.
- To address this problem at HS we must encourage our students in the classroom to practice it explaining to them that they will face disadvantageous scenarios if they don't. Also we need to target the teachers who do not practice English and offer them tuition. I know this is possible because the British Council run English classes. There are also institutions which offer tuition in English on a commercial basis. It is possible in them to have proficiency within three months.
- I know there are always people in any situation who will display deviant behaviour and appear as those who impede progress. But if we provide the opportunities and encourage the teachers there can be a difference.

7. What are the factors that we may subject to scrutiny that makes HS more effective?

R

- There are several quantifiable aspects that I must tell you about in this context:
- A student offers to preach in the chapel which displays leadership.
- The scouts undertake the cleaning of a designated sea shore area.
- A group of peers in a Year 10 class support another in financial need: they do this because they have observed this friend wearing unwashed clothes; they see him in shoes that have holes in them; they find him absent from school on rainy days and when questioned why he was absent will remain silent. This group of students had learnt to show care and concern to a fellow student at an early stage. I think this kind of activity makes the school more effective.
- I was most impressed because students at this stage, that is Year 10, displayed care and concern using their own resources.
- When questioned where do the students acquire these effective practices I respond by stating that this is frequently due to the work of the Chaplain, other teachers and the Student Christian Movement Committee.
- I feel that through these activities I can empower students, but this is one area in which I feel I am struggling. I feel that I may not be doing the right things, I can improve my practice in this arena.

Responses to questions 8 to 10 and 12 to 21 are not recorded in this interview transcription because the respondent, the Vice Principal, had been in post for only two years.

11. What are the most important features of your role as a leader of your school?

R

- I would take my standards from the moral teaching of Jesus. Pharisees thought he was judgemental. Similarly, we need to be firm with students and yet understand them and thus enabling them.
- Be there in their time of need.
- Like Jesus' command, 'If you want to follow me do it now' we need to instruct our students when they face decision making how to respond.
- Teachers I think see me as a role model. In their daily tasks I want to demonstrate to staff that I stand alongside them. I see myself as a facilitator and enabler rather than a law enforcer in a hierarchical structure of leadership.
- Since I function both as Vice Principal (VP) and Chaplain, some teachers want me to be VP and others want me to be priest.
- If I see a student crying, on the one hand, I would like to give him my handkerchief, thus identifying with his feelings. On the other hand I feel I need to be firm and compromise between what is good and evil.

11a What is your style of leadership?

R

- My style of leadership resembles that of William Temple who said: 'Comfort the disturbed and disturb the comfortable', always challenging the status quo and assisting with further improvement for the school.

ARTC: Parent, Alumni, PTA and Welfare Society Office Bearer

Interview schedule: Parents' Involvement with the school

R = response

1. What sort of relationship does the school have with the parents?

R.

- HS has cordial relations with parents; it helps parents to understand the needs of the school; this has engendered active support from parents for the school; parental support is frequent and sustained.

2. Has parental support improved/declined pre1995?

R.

- It appears it has remained static, but in recent years, post 1995 got better.

3. What sort of feedback do you supply the school and at what intervals- once a term, once a month or when?

R.

- Very little feedback since I was satisfied with what HS was offering my son. The frequency was once a month in the 'O' Level classes- Year 11, and once a term in other years.

4. On the rating scale indicated: Very interested = 80%; Quite interested = 50 to 75%; Not very interested = below 50%.

R.

- I am now in the very interested category; 85%; earlier in the 75% category.

5. How would you describe, on the following rating scale, your attendance at parents' meetings; Very good = 85%, good = 65 to 84% and average = 50 to 64%.

R.

- I am in the 85% very good category; when my son in the middle school years my attendance was not so high; when my son came to Y 11, the GCE 'O' level year, all parents' attendance rates improved because they were worried about the son's examination results.

6. How would this compare with the situation pre 1995?

R.

- Before 1995 parental attendance at meetings was lower, particularly in the middle school. The reasons for this change to higher levels of attendance were: because parents had increased confidence in the HS administration after 1995; the principal and teachers, they thought were doing good work and so the parents felt that they should respond.

7. How does the school communicate with parents about educational matters?

R.

- At the PTA Committee meeting it was announced that parents were ignorant about the new educational reforms. The school therefore summoned the parents and they were explained to them.

7a How were the parents informed?

R.

- By letter which the students carried to their parents; this was the normal practice. The parents then responded by written instruction in the student General Work Book.

8. How have these practices improved or declined with the situation pre 1995?

R.

- Present day parents are more concerned about their sons' future because the employment market is more competitive than ever before. It is now known that even if young people pass examinations it is difficult to find jobs.
- Most parents are satisfied with the standards of education, but their sons they believe face undue hardship and thus they face difficult situations that they are unable to cope with; they find little time to engage in other activities such as sports.

8a. How is it possible to remedy the situation?

R.

- I feel attitudes in society at large have to change. In recent times it is known that even young people who obtain very high grades in their examinations need to attend additional tuition classes. Some of them are inherently clever yet parents insist they need further help. This may be called a system; it needs change, but it is difficult to change it.
- Parents on occasion know they cannot afford the exorbitant payments to expensive schools and yet they get their sons into such places. At HS admission sessions when we chat with parents why they desire changing their sons from an international school to HS they respond, 'It is the heavy financial burden which we cannot sustain, and so we are compelled to transfer our son to HS.'
- A large number of parents are ill informed about the financial burden, so I feel, as a remedy, more information must be made available so that they can avoid a mid stream change for their son which in several cases has proved to be problematic.

9. For each school year what formal provision of information, for example assessment data, curriculum options information at the end of Year 9?

R.

- Once every term and other data when parents attend meetings, again every term when parents visit the school to discuss and review progress.
- To address the question 'Do parents receive information whether their sons' education is relevant and aligned to the economic set up in the country', the government would only say there are so many unemployed in the country, but guidance as to which curriculum subjects would assist with jobs later on.
- My son is sitting 'A' Level examinations later this year (2002) and with passes in subjects like Accountancy, Business Studies and Commerce he could find employment even without a University degree.

11. Do you collaborate with the work of the PTA?

R.

- I have served on the PTA for 12 years but I am not in its committee. The activity that the PTA is known for among parents is Fund raising for the school. I worked with several teams in events such as Walks, staging dramas and musical events.
- Walks for example were just not only fund raising events, they were opportunities for parents to meet other parents, teachers and the principal and the cordiality which existed has increased between these groups.
- This was an improvement. Earlier parents knew only the class teacher, now they met with all teachers. Now parents could discuss matters of concern, for example discipline, examination results during a walk or any other such activity. This promoted greater communication and understanding between parents and teachers. The tensions which existed before were now removed.
- On previous occasions there was more distrust and suspicion between teachers and parents.

11a What are your suggestions to further improve relations between parents and teachers?

R.

- Not all proposals from parents can be accommodated. When it is not possible the principal must inform the parents concerned of this decision. Parents often assume whatever they propose the school administration would decline. From that point onwards then parents lose interest in the school and will not cooperate with it.
- Another crucial perspective I would like to add is the impressions of prospective parents about HS. I feel we have at HS a unique product in education. When at admission interviews for parents I pose the question, 'why would you like your son to be admitted to HS', parents specify; 'educational standards are good, discipline is good, standards of English are good and in Sports at HS are good'.
- When I question them 'How do you know, 'they reply my colleague at work says so, or our neighbours who have sons at HS pay high tribute to the school.
- This is evidence we like to hear about our school. I also know we can improve HS standards even further.

SA: Parent and PTA and Welfare Society Office Bearer

Interview Schedule: Parents' Involvement with the school

R = response

1. What sort of relationship does the school have with parents and vice versa?

R.

- HS' relationship with parents was both regular and cordial.
- As parents my wife and I have a long relationship with HS since we admitted our three sons to this school. Our connections with HS spans twenty one years from 1979 to 2000.
- I serve as treasurer both of HS welfare society and parent teacher association in 2002.
- For my loyal service to the school I was appointed a Life Member of HS welfare society.
- When I admitted my first son to HS in 1979 the incumbent principal advised us, 'Do not be satisfied with admitting your son to HS, but back them and support the school. Please attend all parents' days,' and so with the help of God we have done this over 21 years.

2. Were your good relations with the school evenly spread throughout the 23 years (2002) or were there difficult and good times?

R

- There were 'ups and downs'; there were very difficult times and there were also very good times. My estimation is that our experiences are not 100% successes but 75% were very good relationships.

3. What sort of feedback do you supply the school and at what intervals- once a term, once a month or when?

R

- In 1998 when our youngest son was in the 'O' Level (Year 11) class the teachers organised review of progress meetings which proved to be extremely valuable. At these monthly meetings we supplied feedback.
- Once every term there were the traditional parents' evenings. At them we supplied feedback.
- When some parents visited the school to obtain information about examinations at other times feedback was then exchanged.

4. In the box below there are three categories of parental interest in their sons' progress: very interested, quite interested and not interested. In which category are you?

R

- We are in the very interested category.

5. On the following rating scale: very good =85%; good = 65 to 84% and average 50 to 64, where would you locate yourself?

R

- We would be in the very good category. In this category were parents whose sons' work was very good.

6. How would you compare this with the pre 1995 situation at HS?

R

- This is a very good question. I have discussed this with the pastoral head and other Year 11 teachers. They have commented that 'parents' attendance at these meetings has soared during this time because parents are taking much more interest in their sons' performance'.

7. How does the school communicate with parents about other educational themes?

R

- Through the son's general work book; at the Year 11 stage through letters and at the 'A' level stage, verbally.

7a. Were there other times when the school communicated with parents?

R

- For behaviour problems parents are summoned to agree with the principal and teachers what strategies are best for the erring student to improve himself.
- Other activities for which parents' support is solicited is for fund raising events such as walks and staging of dramas when special letters of 'appeal for help' are sent home through the students.

7b. How many meetings a year will you as a parent attend?

R

- Five in a year; one every term = 3; Fund raising = 1; walk = 1.

8. How does this compare with the statistics pre 1995?

R

- Up to 2002 there were 4 walks; in my two older sons' time at HS, that is from 1979 to 1997 there were no 'walks'.

9. For each school year what formal information about your son do you obtain?

R

- In one year in the mid 1990's there were 10 letters to parents an increase of 50% from the early 1980's when we began our relation-with HS.

10. Do you as parents support the work of the Parent Teacher Association?

R

- Yes, very much. We have proactively supported its work for over twenty years.

W. R.: Principal 2 in thesis

Interview schedules: Principals' 1&2

During the interview the head responded to the first question:

“What features would you consider are the key educational goals (Keg) for your students at the present time?”

Under two headings:

Key educational goals and school culture. They are recorded below in sequence without interruptions from me.

Key educational goals

- Founders established a Christian school in a predominantly non-Christian society thinking of the role education should play in the students' individual lives, the community and the country at large.

- For Christians especially it was clearly to lead exemplary Christian lives in the “Service of Him from whom this College is named and for whose work it was founded.”

- To all in our school the aim was “to be educated for the whole of life and not merely for the part of it that is concerned with making a living.”

- It also meant a constant awareness of our cultural roots, developing self-confidence, the idea of service, love of our neighbour and to balance scholarship with fitness for life.

- The recent education reforms of the government have two thrusts:
 - a) Is to make young school leavers employable and acceptable in the job market dominated by the private sector.
 - b) Is to inculcate values of caring, sharing and compassion, producing people with a love for their fellow men and their country.These are worthy aims indeed but may be difficult to attain given the present education scenario which is yet examination oriented with “fine tuning” of the students in the myriads of tutorials spread all over the island, tutorials which are strongly dominated by the male teacher. Sir.

- It is stressed over and over again that education is a “moral enterprise.”

- The academic programme with passing of examinations together with participation in sports or some other extra curricular activity are not enough.
- One of the objectives of secondary education at school level is to aim for a rounded personality. Not someone with a limited interest in books, games or some other single pursuit

School culture

- A lot of us were raised in families where we were taught that we were very fortunate that we were going to have a good education and that we had the responsibility to return to the community some of the benefits and blessings we had at school.
- Parents' image and expectations of the school at entry point : good discipline and the opportunity to be able to work and become competent in English, possessing a good all round education.
- "It is good to feel that faith has not been lost in Trinity, that there is in this college an indefinable something which is worth while possessing, that quality, which if it does not turn out scholars, does even better, we hope, in turning out gentlemen."
- We provide a service to the community and the country, and are not exclusive in catering only to the affluent. Children of all religions and linguistic groups in Sri Lanka are our students.
- Pluralism or variety in the educational programme made available to our children at Trinity is not the unified national system obtaining today in Sri Lanka. We will need to find ways of exciting the imagination of young minds, making our children a part of the global community while retaining a commitment to our values and diverse cultures. In our studies we must look back and recall our inheritance, recognize the present and look forward to the future. This is the challenge awaiting us.
- We see a complex interplay of three important groups here, namely the child's parents and home, teachers and peer group, and the dynamics of this relationship may determine the child's attitude and conduct. We need a community which is held together by "shared values",...
- We need a total commitmentfrom all....for the continued growth of this great institution "where the life of the mind is developed in the context of

other no less important values: belonging to a community; respect for others and a responsibility to society.”

- Our children must aim for excellencefor in doing so they help to improve the school, the community and the country.
- We would like to see some variety and scope for innovation without being enslaved to a prescriptive government programme. Our children must be alive to the world around them.
- We must commit ourselves to train young men free from fear, prejudice and self-interest, ready to make sacrifices and to serve the community and the country at large.

6. Please describe any major problems and challenges you have faced as head in the school.

- Number on roll over 3000 boys and the lack of buildings and resources are challenges a head faces continuously and we try to address them.
- Discipline in the school is very tight and effective and yet there are instances when a minority of students have to be excluded.

8. What factors contribute to the effectiveness of your school?

- Good support from the parents, alumni and the church.
- Financial support obtained from the collection of school fees, but much more is always necessary, so fund raising activities are common.

The above factors (and others) make the school effective, and we hold a high profile as a school nationally.

11. What are the most important features of your role as head of your school?

I was appointed head in 1999. My perceived programme for school improvement, reflecting on the past three and a half years was I believe, too grandiose because my last post was that of a Professor of Zoology at University. At this school there were programmes that I was trying to initiate to which I did not receive full support from staff because my initiatives were too ambitious.

Other aspects re. the role of leadership that I'd like to comment on are:

- Lead by example
- I am a teacher and I was keen to emphasise that I should use English in my teaching.
- I invite participation and I consult staff when the occasion demands it.
- In aiming for excellence in academic work I consider passes at A/L examinations one way of assessing whether SESI is taking place, but they are not in any sense a panacea.

13. How would you describe your leadership approach/ style?

- Two characteristics come to mind; easy and accessible.
-

P. F. – Principal 1 in thesis

Interview Schedules: Principals' 1 and 2

1. What would you identify as the key educational goals that this school tries to achieve for its students at the present time?

- a) Create good citizens
- b) Face challenges of modern society
- c) Equip students with school culture and culture in the country in general
- d) Ability to take independent decisions

I. Whilst still in school what are the special educational goals that can be developed?

R. Highdalcarr School (HS) is unique. In HS is a multicultural society. Interaction of diverse groups is good.

I. As far as curriculum is concerned what would you identify as relevant?

R. There is heavy emphasis on success at external examinations, GCSE and A'Level. The simple reason is that examination success is linked to employment.

I. Please rank your list of educational goals.

- R.
- a) Citizenship – in the 'larger' society our students will fit in well
 - b) Ability to take independent decisions
 - c) Face challenges of modern society
 - d) Students well equipped with school culture will adapt well to the culture in the country in general.

2. What has changed or how differently would this list in number one have looked like seven to ten years ago?

- R. There had been a policy change over ten years ago to teach / learn in the Sinhala or Tamil medium and now there is an effort to restore English language as the medium of instruction.
- I. Are there any further changes?
- R. Computers. The former principal in 1996 inaugurated computer courses and now we are planning to introduce computer teaching into the curriculum.
- I. What about the National Educational Reforms of 1998 and their impact?
- R. There have been fundamental changes: first to make school life more enjoyable and second, at the lower primary level guided play has been introduced with the playground suitably altered to cater to this. Third, as an initiative unique to HS also inspired by the former principal and his wife we have established a learning resources centre for Years 1 to 4 with computers, audio and video equipment as well as library facilities focusing on enhanced English language learning. So we are building upon today on far reaching, visionary changes of the 1995 to 2000 period.

3. Presently what ideas (philosophy) in education do you consider important?

- R. As HS has focused from its inception, we continue to deliver holistic education in which equal weight is placed upon academic, sports and other activities. In fact when student leaders are selected in Year 12 one important selection criterion is the all-round achievements of these potential leaders.
In recent years (since the late 1980s) however there has been a problem. Several students travel to school from far off places and therefore can not stay on for co-curricular activities. So these activities are disturbingly curtailed.
- I. What aspects would you add on to the present curriculum to enhance it?
- R. Since curriculum matters are confined to what is prescribed by the Education Ministry, I can not identify any. However I must mention counselling as a locally inspired initiative which has underpinned all aspects of curriculum work.
- I. Today there is an increased need for counselling. Is it a minority who receive counselling?

- R. It is a growing minority, and yet I must add that there are so many success stories. Behaviour has improved by leaps and bounds and the classroom atmosphere appears to be stable and secure. There are also times when some parents have favourably instructed their children to respond appropriately to these school based initiatives.

4. How much have your ideas about education changed during the last five to seven years?

- R. After I spent one year in the UK reading for an MA in Education at the University of Birmingham, my beliefs and outlook in the educational arena have changed. Earlier it used to be teacher centred, today it is student centred. The role of principal too has changed. In my student days at HS, the principal was in a hierarchical position, very much at the apex of the pyramid; now he is a friend, a facilitator and pathfinder. When I was vice-principal at HS corporal punishment was meted out as the norm for student misbehaviour. From 1997 it has been abolished. It does not exist at HS any more. This is another humane and visionary reform initiative of the previous principal which I endorse.

NB. Questions 5 to 10 could not be answered by principal one since he assumed duties as HS principal only in 2001.

11. What are the most important features of your role as head of your school?

- R. I have considered sharing responsibilities as a crucial element in my role as head. I have built up confidence and trust in my senior staff. I have delegated responsibilities to them. An excellent example of team work is the teacher appraisal scheme which together with the head and his deputy, the senior staff operate. The singular objective here is aspiring towards school improvement.

A second aspect is that I am accessible to all teachers and they can see me without restraint in my study.

- I. Do you feel you have got closer to your staff?

- R. Yes, very much so. This has promoted collegial relationships. I insist on visiting teachers who are ill at home and they welcome this.

13. How would you describe your leadership approach / style with staff and students? You said earlier that you delegate tasks to senior staff – what specific tasks are they?

R. Faculty heads and pastoral heads assist with behavioural problems and observe their team in the classroom. For this they have been allocated non-teaching time.

I. Any other tasks?

R. The vice-principal is in charge of late arrivals and absenteeism both staff and students and the religious meetings at the beginning of the day including some school assemblies.

I. Is delegation new, particularly in the light of the recent government reforms?

R. Religious activities at the beginning of the day is new but at HS it has been revived from earlier times.

14. Please describe the roles of members of the school's senior management team. (SMT)

R. Section (Pastoral) heads and senior teachers (together with the SMT) amount to 18 members. I have meetings with section heads more frequently, and at least once a week I meet with the vice-principal.

16. How would you describe the effectiveness of members of the SMT? Make an assessment looking at the chart in the interview schedule.

R. I would assess the SMT on rating scale 2, that is 'quite effective'.

17. In what ways do you think the performance of the SMT can be improved?

R. Through the teacher appraisal scheme. The head is in charge of SMT appraisal. In the earlier system, the head approved nearly all teachers without a proper appraisal scheme. Now the staff are rated as to how they will contribute to the school development plan, what projects they have initiated, what resources are available and what evidence they can provide as to what degree they have progressed. This indeed is a suitable scheme with particular targets in mind for the SMT and other staff to show improvement, individually and institutionally.

- I. The teacher appraisal scheme you stated is 'externally imposed'. What schema have you as principal initiated to improve the performance of the SMT in particular and the staff in general?
- R. At the moment I have not planned CPD on the lines of the programme conducted by the previous principal. I however feel that the staff appraisal system will bring about some self generated improvement.

19. Can you estimate the number of hours per week outside normal school time that is spent on matters related to the school?

- R. Head = 24 hours (residing on the premises)
 Deputy = 24 hours (residing on the premises) particularly for discipline
 SMT = 2.5 hours per week
 Faculty head = 2.5 hours per week
 Staff = 0.5 hours per week
- Teachers in charge of sports e.g Cricket or Rugby will work on the average 6 hours a week after school hours for which they are paid a allowance. There is no directed time at HS but for special school functions e.g. Prize Day and Sports Meets all staff are required to attend.

20. What is the average level of teacher absence per year, for example 2001?

- R. Out of a total staff of 116 teachers on the average 7 – 9 are absent daily which amounts to approximately 7%.
-

Heads' interview schedule 3: student involvements & outcomes.

1. How was the school's code of conduct developed? Who was involved in its construction: students, staff, parents? When did it originate? Was it discussed and agreed?

- R. HS as a long standing institution (founded 1874) had a code of conduct from an early stage (date not recorded). It was updated in 1986 by the

incumbent principal but was not discussed. It is available today printed on each student's progress report.

2. Has the code of conduct (CoC) led to improvement in student behaviour?

- R. Discipline generally has improved. We are also able to check on school uniform and loitering during lesson time clearly indicating that the CoC is being enforced.

3. What 'rewards' exist within the school?

- R. Students are encouraged nearly all the time. Praise certificates are awarded once a term. Special mention is made at weekly assemblies of sports achievements.

4. How would you rate the frequency of use of each of these?

- R. As in Q.3. Further to these particularly after internal examinations high achievement is recognised, recorded and accredited at year assemblies.

5. How does this compare with the situation pre 1995?

- R. The reward system was implemented during the tenure of the previous principal after a CPD in February 1998 pertaining to assessment, reporting and rewards policy. A cumulative record of rewards today has been utilised to write testimonials for students leaving HS after their school career is ended.

6. What 'punishments' or 'sanctions' exist within the school?

- R. During the tenure of the previous principal corporal punishment was abolished. There is an improved referral procedure utilised for behavioural problems when parents are summoned to school.

CoG: Chair of Governors

Interview Schedule constructed for the Governors, Alumni and School Community

R = response

1. What in your perception are the principal educational goals that HS tries to achieve for its students?

R.

- To enable students to acquire holistic education; a stretching of the mind; learning in terms of understanding issues in society; how the students as educated people can contribute to the upliftment and service of the country and society in which they live; how students could sharpen their skills and develop their own potential using knowledge and skills so that they can become useful citizens.
- To assist students to build a well-rounded personality; people who can relate well to people of other faiths in the school; to obtain a strong moral grounding in their lives which is one of the goals of education in a mission school; that at HS we nurture people with a basic moral and ethical foundations.
- Through such initiatives to generate extra curricular activities and societies in school; to possess that broader dimension through teachers who play a major role in shaping the personalities of students.

2. Please describe any major successes and achievements of the school in the last 10 years.

R

- Academically there has been some form of achievement/successes in the school. We know this from the 'O' Level and 'A' Level results; in 'A' Level increases were more marginal, but in 'O' Level results there has been a substantial increase.
- We have seen improvement in the discipline of the teaching staff; earlier there was a feeling that not all teachers were pulling their weight and doing their best for the school.
- In sports too there have been improvement; in some sport, not all; but there is much more consciousness that there is a HS 'spirit', which is a good thing.
- I think sports demonstrates a fellow feeling, a team spirit; a spirit of belonging saying that this is 'our school'.
- As far as the Church is concerned, with the building of the chapel in 1993, a certain amount of enthusiasm was generated where it was expected that the school should be a place of Christian witness and students should be influenced by the Gospel and students from different parts of the country and different denominations be exposed to both the Christian and Methodist heritage.
- We could improve these aspects even further; the chapel we hope would be a rallying point in the school giving it a spiritual ethos as well.

- These aspects are already in place; there is a much greater consciousness of the fact that HS is a Christian Missionary school; the chapel, SCM and Chaplaincy work has raised this awareness.

3. Please describe any major problems and major challenges the school has faced over the last ten years.

R.

- I think one of the major problems is that HS is a Christian school and we want to increase the Christian student population in the school and a Christian spirit in the school. This has always not been possible because many governing board members and the school welfare society are identifying the school ethos in a different way.
- Although a Christian school we would like to see a good cross section of the Sri Lankan community represented at HS, that is, students of all Faiths and Christian denominations, Sinhala and Tamil students, as well as representation of the full socio-economic spectrum.
- I have raised issue with the HS welfare society who at admission persuade parents to give to the school substantial donations which the poorer parents cannot afford.
- As far as the Methodist Church is concerned, currently all students from Methodist families are given preference HS being a Methodist school, but we need to recruit many more Christian students even from other denominations, because the Methodist students appear to be small in number.
- This is important. On the one hand then the Methodist Church has to be practical. Although HS is a Methodist school there is a shortage of Methodist students to fill HS. So the school administration invites students from other faiths and Christian denominations who can afford high donations. On the other hand, when insisting on high donations at admission the whole system appears questionable. It contravenes the Ministry of Education guidelines on school admission and it seems as if the Ministry in this instance is turning a blind eye to such practices.
- Of course the fact that HS, even in 2002, has 700 to 800 students annually applying for 145 school places is an indicator of its popularity. It is also my belief that the social witness of the school has made it popular. Although annually these issues are raised, I feel we must extend the witness of the Methodist Church through the school. HS should make its doors open to a wider spectrum of students, not only to middle and upper class elements of our society. HS I feel must be accessible to students from the deprived neighbourhood areas of the school. HS must offer to these students the same high quality education that it now provides for a small privileged section of our society.
- I feel we are not spreading the HS influence enough and that is one of the challenges that the school faces. The young people who are at HS must be challenged to possess a much broader outlook on society. They need to practice a more inclusive and pluralistic view of social life and attitudes of how we treat people of other races and religions. Teachers must impart a vision of service to the students. In student behaviour they must display unselfishness, and indicate that in their lives they do not

seek personal advancement (although this is also important) but that they can make a contribution to the progress of the country.

- These challenges I feel have not been so far adequately addressed.

An analysis of Emerging and continuing challenges to HS

- HS admissions policy needs revision
 - HS has maintained a high standard of English so far; this is an expectation from a good Christian school and we need to continue with these high standards
 - HS needs to recruit teachers whose proficiency in English is of a high standard. This is a problem because English standards in most schools are appallingly low and good Christian teachers are also difficult to recruit
 - As far as the educational system is concerned HS needs to recruit teachers who can capture something of the ethos of mission schools and those who can impart not just skills and knowledge but also the spirit of the Christian faith
 - In the next few years we need to make a definite commitment to help young people to join the teaching profession, to make it attractive as a vocation. Some males particularly, I am aware, treat teaching as a job as a mere stepping stone to other more attractive (better paid) employment
 - About lower salaries paid to teachers the Church must provide opportunities for teachers to supplement their incomes. An example of this is for Churches to provide accommodation for teachers in service to teach English or any other subjects after school hours
 - Another challenge for HS is that at the Advanced Level stage students do not seem to have enough of a competitive spirit to seek entry into University. This is worrying, and I think it affects the status of the school
4. The educational facilities the school provides assists student progress making the school more effective. Are there any other factors which you think ought to be taken into account in judging the effectiveness of the school?
- R
- There is a correlation here. Some students do not make progress because their parents were not exposed to education themselves and therefore they do not encourage their offspring to aspire to standards of which they are not familiar. This is the sociological factor. HS therefore should cater to students of a lower SES (socio economic status) and provide motivation for them to succeed in academic work.
 - The Methodist Church has pioneered two such projects in Jaffna. We have provided church halls for students to pursue some form of educational activity up to 10pm on weekdays and there were several success stories.
 - HS, like the church can provide additional after school hours facilities and add to its present school effectiveness score.

- Of course there are examples of young people from poorer homes who achieve high standards in schools such as HS and do not return to their original homes and communities as expected. Then there is tension between the school and the local community of the student.

5. Outline what factors contribute to the effectiveness of HS?

R

- Teacher levels of commitment and the motivation for their jobs contribute to the effectiveness of HS. This I feel is a key area and in recent years teacher commitment I know has increased. And yet I must state that many teachers are not geared to the vision that HS has been credited with over the past century as a mission school.
- The commitment to excellence, service and raising standards at HS can I believe make a positive contribution not only to the school but also to the country.
- When we find these aspects missing in our practice today we need to employ marketing, management, psychological educational and other techniques to restore them.

6. What aspects hold HS back from being more effective?

R

- The standard of discipline is one factor that holds HS back from being more effective. We perceive discipline in different ways in Sri Lanka today. Some give credence to the authoritarian method in which we still use the cane and make the student frightened of the teacher. I think some form of fear and authority is necessary. On the other hand there is the much more modern method in which the teacher becomes the counsellor and guide and you win his respect and as well as his love. In this environment the student feels he cannot betray the teacher and continue with his poor behaviour.
- In what ever scenario we find ourselves we need to admit that the standard of discipline in Sri Lanka schools has deteriorated.
- I feel we do not provide sufficient facilities which deeply interest young people to express themselves. This holds back a school such as HS from being more effective. At school I believe young people must be given opportunities and space to blossom.
- There must be activities such as literary societies, drama and musical clubs, debating societies, scouts and the Student Christian Movement in which teachers encourage critical and independent thinking in the students rather than get them to memorise facts and take notes frequently.
- Another factor which holds schools such as HS and the Sri Lanka education system back is the lack in the provision of courses on study skills. We need to do this systematically and I am certain HS academic performance can further improve.

AFC: Governor and Alumnus

Interview Schedule: Governors, Alumni and School Community

1. What in your perception are the principal educational goals that this school tries to achieve for its students?

R.

- I would count academic excellence, that is, performing well at exams as one of the key educational goals at HS.
- As Christians propagate egalitarianism.
- To be able to express oneself freely, at the same time being conscious of not transgressing on the rights of others.
- Work and play as part of a team.
- Recognise hard work as earning a high profile.
- Accredited sports and societies as important activities at HS.

2. As an alumnus of HS you are one of the most endowed. Please comment on HS and your successes and achievements.

R.

- I thank God I was able to achieve all these facets: I gained entrance to University to read History; I represented HS teams at senior levels in all sports: cricket, rugby, hockey, basket ball, soccer and athletics.
- There were many marvellous teachers who ensured we were on the right track and we achieved success for the school at very high levels.
- It was difficult for some students to blossom while at school because the 'system' of the time did not permit it. Of course I know now that the system cannot be blamed because nationally we were in transition from a colonial to a self governing status.
- HS projected an image nationally that academic excellence was a high priority. Our school represented a cross section of society, the majority from middle class homes but some were from poorer background.
- An accompanying highly regarded facet with academic excellence at HS was the continuity of Christian education at HS from which I benefited a great deal.

3. Please describe any major problems and major challenges which the school has faced over the last 10 years.

R.

- It is known that a lack of finances has impeded progress at HS. Projects such as updating laboratory facilities, installing a new computer room (some work was done but it could not be completed), working in teams training and even projects in hand on some occasions are temporarily suspended due to lack of funds.
- I was a parent with my children still in school not so long ago. I noted how often improvement in the school can occur if the principal and staff have a constant dialogue with the parents. Parents are sensitive to the

needs of the school especially because their children may be talking about them at home. The urgency then of the needs of the school are focused upon and improvements do occur sooner than one expects.

- A new feature in the educational landscape of Sri Lanka is the international school. In here they maintain high standards and they recruit teachers who are highly qualified and they are paid good salaries unlike at HS and the state schools. Currently they compete well with all other types of school in the country.

4. What did HS provide for you as an effective school?

R.

- One of the major factors that makes a school effective, I think, are its good teachers. HS was able to sustain high standards because the calibre of our teaching staff was indeed high.
- High expectations that the principal and teachers demanded of us made the school effective.
- Of course there are occasions when teachers are too critical of the students which then impedes student progress.
- Availability of play-ground and sports ground facilities, the library and other resources and a highly developed value system. One of the illustrations of the value system my class teacher told me about is: 'in later life you become a doctor because you think you can save lives, not necessarily to make money (doctors in Sri Lanka are paid good salaries) and live comfortably.

5. What factors hold HS back from being more effective?

R

- I feel we need to review the aims and purposes of the school. HS is 130 years old and to be more effective we need to place it in the modern context.
- Since we accept that there are not enough Methodist boys (see Chair of Governor's comments on this matter) to enable HS to sustain its original character as a Methodist Missionary School we need to change. This change, I think, may shape its future. I am aware that this may be contentious but it may still help HS to grow.